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ABSTRACT

This resource guide is designed to assist local schools in South Dakota to evaluate and improve their library media programs. The information provided is non-regulatory in nature (with the exception of information from the "Administrative Rules of South Dakota"), and represents a foundation for building a quality library media program. The guide is divided into nine sections: (1) South Dakota guidelines (administrative rules related to school and state libraries, recommendations of the Library Rules Taskforce); (2) library media center policies and procedures (collection development policy, mission statement, goals and objectives, sample "services" plan, weeding policy, copyright guidelines and sample policy, outline of manual of procedures); (3) personnel (school library media specialist, technician, aide, student assistants, evaluation instrument); (4) budget (average prices for library media materials, budget recommendations from national, regional, and state associations); (5) facilities; (6) services (outline of library media services, curriculum development, the library and the exceptional child, teacher assistance teams, public relations, community resource file, school and public library cooperation, evaluation of library media services, bibliography of selection tools, inventory of materials, weeding and disposal of materials); (7) microcomputers in library management (reasons to automate, types of generic software, preparing for automation, questions and answers about the South Dakota Library Network, a glossary of computer terms, resources); (8) professional resources (librarian's professional library, library media professional associations, continuing education opportunities, teacher's resource center); and (9) appendix (services of South Dakota State Library, taxonomies of library involvement in curriculum, personal development for library media specialists, checklist for library media programs, additional sample collection development policy, evaluation checklist for audiovisual equipment, evaluation form for audiovisual software and microcomputer software, basic reference collection glossary). (MAB)

School Library Media Programs:

A Resource & Planning Guide for South Dakota Schools

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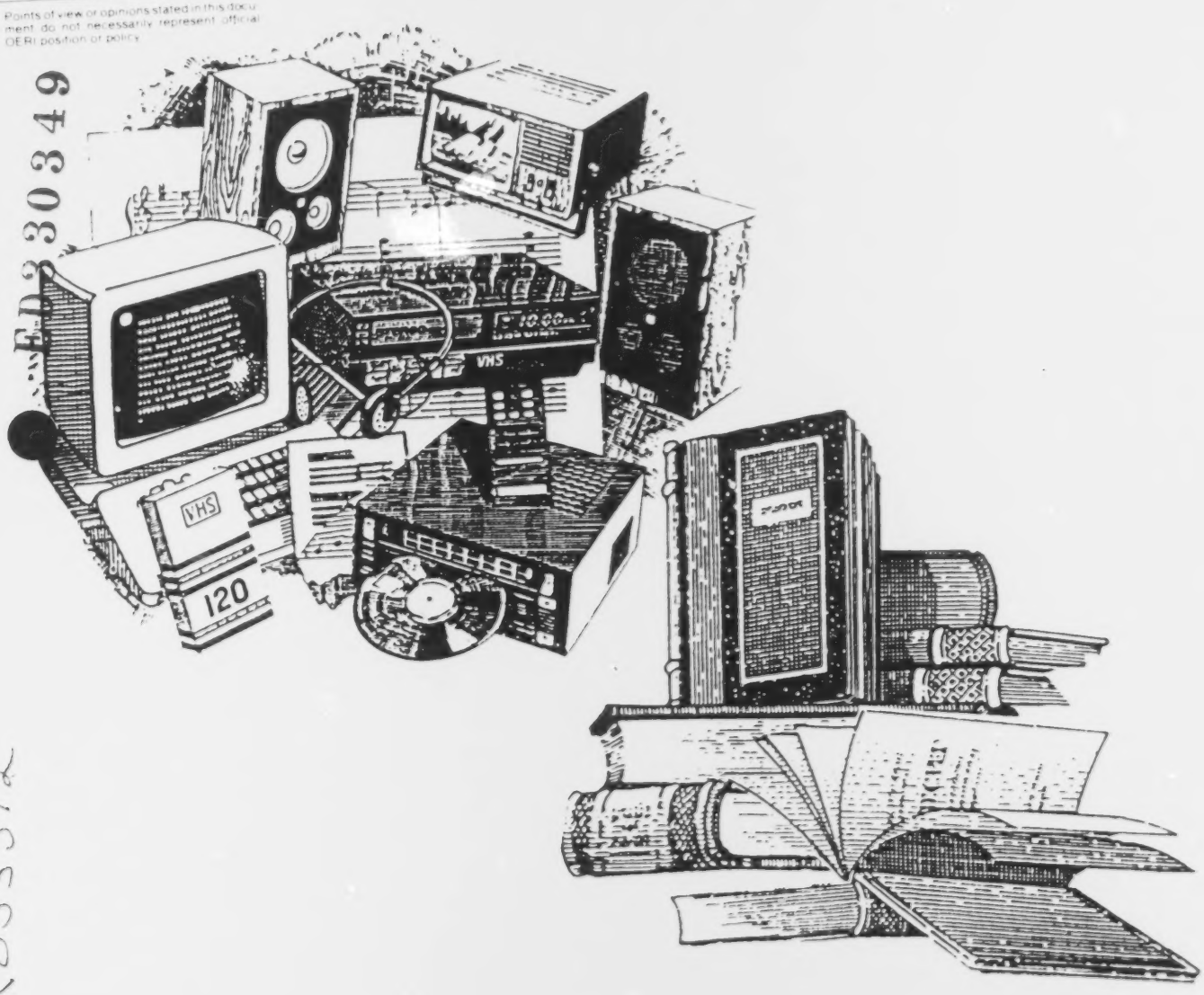

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School Library Media Programs:

A Resource & Planning Guide for South Dakota Schools

1989

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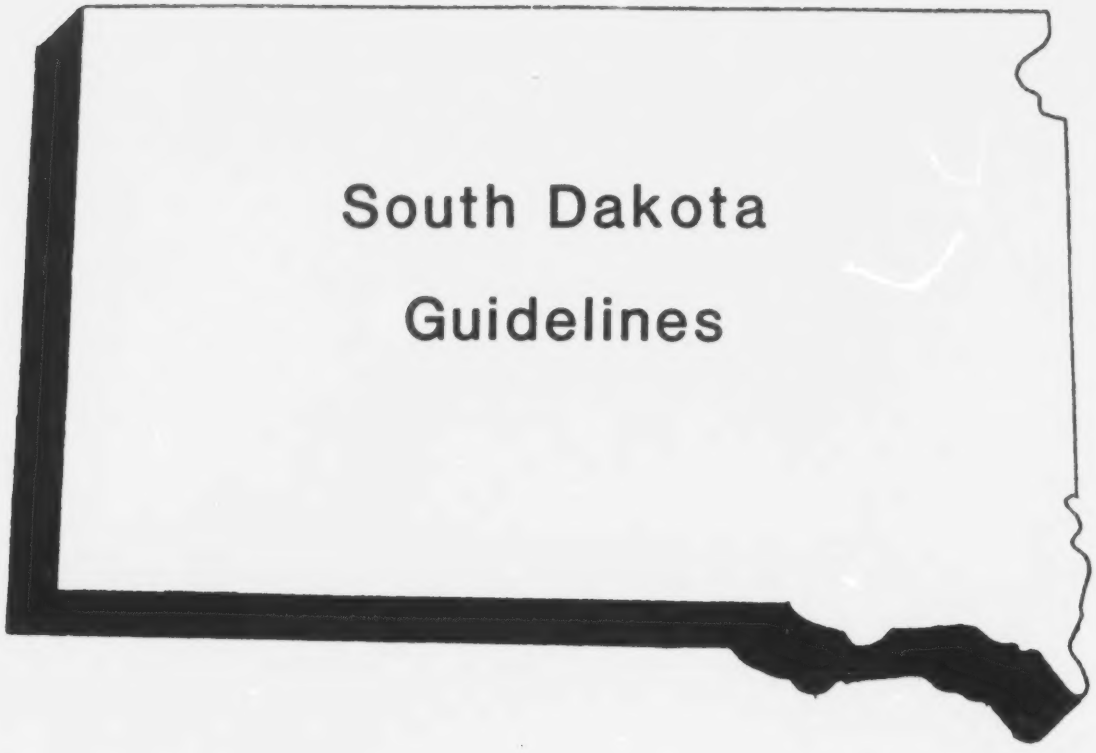
INTRODUCTION

This is an exciting time to be working in a school library. In 1988 new national guidelines (**Information Power**) were published, and the South Dakota Board of Education upgraded the Administrative Rules related to school libraries. The recommendations in **Information Power** are designed to assist the building-level library media specialist in developing a high quality library media program. The information in this South Dakota resource guide has been compiled by a representative group of library media specialists working in South Dakota schools. It is designed to assist local schools in evaluating and improving their library media programs. The information in this document is non-regulatory in nature (with the exception of information from the **Administrative Rules of South Dakota**), and represents a foundation for building a quality library media program.

Three levels of recommendations are included in the first section of this document. The information under "South Dakota" reflects the work of the Library Rules Task Force in 1987-88. The "North Central" column lists the minimum recommendations related to libraries for schools seeking North Central accreditation. The third column lists basic recommendations from **Information Power**.

It is recommended that school administrators and library media specialists read **Information Power** and this document carefully, and then work together cooperatively to improve both the quality and quantity of school library media services in South Dakota. These two documents will be the guides for improving access to information in South Dakota schools for most of the next decade. The ultimate goal is to prepare students as well as possible for the "Information Age" in which they will live.



South Dakota

Guidelines

I. SOUTH DAKOTA GUIDELINES

I. Personnel

Qualified personnel are essential to a quality media program. The program staff's primary responsibility is to plan, develop, and implement a program to meet the specific needs of students and faculty. They should possess a wide range of competencies in selection and utilization of print and nonprint materials, educational technology and/or information science. They should also possess knowledge in learning theory and curriculum development. All staff of the library media center should have strong human relations skills and be able to interact well with students, teachers and others who use the library media center. A strong commitment to patron service is essential.

Library certification for South Dakota requires completion of 18 semester hours from an approved library media program. This qualifies the certified teacher to serve school library programs, kindergarten through grade twelve.

Support staff is essential to relieve the media professional of many routine but necessary duties. Media aides, clerks, or technicians comprise the non-certified staff. The type and number depend on the size of the school, its programs, and services requested. Student assistants can provide valuable support, but they should not replace adult aides and technicians. Inadequate support staff results in inappropriate and costly use of professional staff time (for subprofessional and clerical duties), thus lowering the quantity and quality of media service provided.

RECOMMENDATIONS WITH REFERENCES TO ADMINISTRATIVE RULES OF SOUTH DAKOTA

Comments:

I. Personnel	How does your school rate?	South Dakota	North Central	"Information Power" (ALA/AECT)	How can you improve in this area? In what time frame? etc.
A. Professional preparation for library/media specialist.		18 semester hours including: 1. cataloging 2. selection 3. reference 4. library administration **ARSD 24:02:01:09 (10)**	18 semester hours for library/media specialist----12 semester hours for audiovisual specialist	Master's degree from approved school, including training in: 1. library information science 2. education 3. communications theory 4. technology	
B. Professional staff for the library/media center.		K-12 in one attendance center: 1 FT professional for 600 students Secondary attendance centers: 1 FT professional for 600 students Elementary attendance centers: 1 FT professional for 1,500 students **ARSD 24:03:05:04**	Enrollment 0-299: 1 HT professional Enrollment 300-1499: 1 FT professional Enrollment over 1500: 2 FT professionals	Minimum of 1 FT certified librarian for each attendance center. Additional staff as required when building enrollment exceeds 500 students.	

All library/media centers need adequate support staff, exclusive of student assistants and adult volunteers.

II. Facilities

Although school libraries vary in size and shape, they share a common purpose - that is to provide the physical facility to fulfill the library media needs of the school. The major functions of the library media center are to provide a space for reading, listening, and viewing of materials; organizing, housing and maintaining the collection and equipment; and producing instructional materials.

Library media facilities which are attractive, comfortable, flexible and functional expand the total instructional program. The space requirement for a school library media center will depend upon the school enrollment and the type of instructional program utilized within the building or district. It is important that information and services flow easily from the library media center to instructional areas. Thus, it follows that the library media center should be centrally located to classrooms and instructional areas.

In order to provide for a full range of library media services, the following areas need to be considered and incorporated in the space assigned to the media center:

1. Reading, listening and viewing
2. Small group/conference
3. Individual study area
4. Creative activity areas, such as story telling, puppetry etc.
5. Professional library
6. Office and administrative area
7. Workroom
8. Instructional materials production area
9. Storage areas for collection - print, nonprint, and equipment

A general guide for determining space to be allocated to the media program can be calculated by the following formula:

Capacity enrollment of the building x 10 square feet = the total media space in square feet.

This may need to be expanded or adapted to meet the instructional needs of a particular school or architectural design. Another consideration in facility planning is ease of supervision. Seating in any one area should not exceed 100 persons. Other considerations include:

1. Location

    a. Convenience to an outside entrance permits access to the media center without unnecessarily involving other parts of the building.

    b. Consider accessibility for persons who are physically handicapped.

2. Environment

    a. Consider aesthetic appeal of decor, furnishings, and equipment.

    b. Create an atmosphere conducive to learning.

3. Technical considerations

   a. Adequate light switches arranged for energy conservation.

   b. Number and location of electrical outlets based on program needs.

   c. Electrical conduits adequate for present and anticipated equipment.

   d. Provision for closed circuit television, computers, telecommunications and other recent or anticipated advancements in technology.

   e. Lighting, ventilation, humidity, temperature, (including heating and air conditioning) and sound controls in compliance with building codes.

   f. A telephone outlet in office area or workroom.

The South Dakota guidelines are only a starting point in planning. Special library media programs such as television, radio, dial access, closed circuit cable, or computer assisted instruction require additional space and special furnishings. **Information Power** (American Library Association) gives additional guidelines for facility planning. Care should also be taken to ensure that new or remodeled facilities meet the accessibility requirements for handicapped persons.

See page 75 for additional information about designing facilities.

RECOMMENDATIONS

II. Facilities	How does your school rate?	South Dakota	North Central	"Information Power" (ALA/AECT)	Comments: How can you improve in this area? In what time frame? etc.
A. Reading, viewing, browsing, listening, and storage to support		At least 15-20% of the center should be assigned to accommodate users. Should have seating space to accommodate largest academic class group.		At least 25% of the center should be assigned to accommodate users.	
B. Circulation		500-800 square feet.	Does not set minimum space requirements for any area.	500-800 square feet.	
C. Small group		At least 1 private conference area.		1 -3 conference areas, depending on local program.	
D. Administrative area including production, processing, and office space for professional staff		300 square feet including sink, electrical outlets, counter space, storage and telephone.		200-400 square feet.	
E. Storage of equipment, supplies and periodicals		400-600 square feet.		400-600 square feet.	

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RECOMMENDATIONS

II. Facilities	How does your school rate?	South Dakota	North Central	"Information Power" (ALA/AECT)	Comments: How can you improve in this area? In what time frame? etc.
F. Stack area		1,000 square feet per 10, 000 volumes. Add 1 square foot per 10 volumes over 10,000.		Minimum of 400 square feet.	
G. Teacher's professional area		300-500 square feet.		500-600 square feet.	
H. Computer work area (not a teaching lab)		Space and environmental conditions to allow effective use of computers and computer terminals.			

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III. Collection

There are several advantages to having a centralized library media collection. They are:

1. ease of supervision for librarian;
2. avoidance of duplication of materials and equipment;
3. staff time, money and space are utilized more efficiently;
4. maximizes accessibility to library services of all types;
5. communication between administration, faculty, and library media center staff is enhanced; and
6. a centralized library communicates a sense that the library has a place of importance in the educational program of the school. It makes a visible statement that reading and other means of inquiry are prominent in the school's curriculum.

Selection of library media materials is a multi-faceted operation and should involve administrators, teachers, students and citizens of the community. It is the responsibility of the library media specialist to coordinate the selection and acquisition of materials for the individual school media center.

Every school district should have a written collection development policy which has been officially adopted by the Board of Education. An outline of a policy and a sample collection development policy may be found on pages 24-26. A bibliography of recommended selection aids is located at page 95.

The library should be in the forefront of activity as the school district seeks to incorporate new technology into its educational program. Examples of new technology might include telecommunications, online searching of remote databases, microcomputers and interactive video.

Furnishings and equipment for the library media center should be designed for use in libraries and educational institutions. This is especially important when considering video equipment.

The collection should be inventoried annually to maintain accurate records. The process of taking inventory consists of 2 major operations: 1) checking the collection, item by item, against the up-to-date shelflist, and 2) compiling statistics which are used for district-wide accounting purposes and long range planning for future library media center needs.

RECOMMENDATIONS

III. Collections	How does your school rate?	South Dakota	North Central	"Information Power" (ALA/AECT)	Comments: How can you improve in this area? In what time frame? etc.
A. In-house collection:					
1. Books		K through 6: 3,000 vol. Jr. High: 3,500 vol. Sr. High: 4,000 vol. K through 12: 7,500 vol.	K-6: 2,000 vol. Jr. High: 2,000 vol. Sr. High: 5,400 vol. **Based on enrollment of 500 students.**	Approximately 20 items per student based on Westat survey. (p. 117-123)	
2. Magazines		K-6: 12-15 titles 7-12: 25-75 indexed titles	**No minimums set**		
		Secondary library media centers should provide **Reader's Guide to Periodical Literature.** The senior high library media center should have the unabridged version. Junior high centers may have abridged or unabridged. Elementary library media centers should provide **Children's Magazine Guide.**			
3. Newspapers		Secondary: Minimum of 1 local, 1 regional daily, and 1 national newspaper. Elementary: Minimum of 1 daily newspaper.	**No minimums set**		

RECOMMENDATIONS

III. Collections	How does your school rate?	South Dakota	North Central	"Information Power" (ALA/AEC	Comments: How can you improve in this area? In what time frame? etc.
4. Encyclopedias		At least 2 titles published within last 5 years.			
5. Nonprint materials		Filmstrips, maps, globes, videos, films, records, tapes, microforms, computer software etc. should be available in quantities appropriate to the curriculum and the population of the attendance center.			
6. Hardware and equipment		**Collection development: Each library/media center should acquire a minimum of 25 titles of new library/media resources (excluding textbooks, encyclopedias and equipment) per teacher per year.** Because of the evolving and transitional nature of some media forms, quantitiative recommendations cannot be given. The hardware and equipment should be up-to-date, well maintained, and available in appropriate quantities for the curriculum and population of the attendance center.			
7. Professional collection		A current professional collection of print and nonprint material should be centrally located and easily accessible to all staff. It should include all levels and subject areas of the curriculum, current trends in education, and other appropriate staff development information. It should be developed on a systematic and continuous basis.			

Teacher Certification

24:02:01:09 Teaching assignment outside major areas of academic preparation -- Exceptions. Teaching assignments outside major areas of academic preparation require the following minimum preparation.

(10) Eighteen semester hours for a librarian. Library services courses shall be selected as follows:

(a) Library services courses must include the following:

(i) Cataloging;
(ii) Book selection;
(iii) Reference;
(iv) Library administration;

(b) Other library services courses shall be selected from the following:

(i) Curriculum materials selection;
(ii) Children's literature;
(iii) Young adult literature;
(iv) Library and society;
(v) Special library problems;
(vi) Audiovisual;
(vii) Readers' guidance and services;
(viii) Instructional and library technology;

School accreditation.

24:03:05:04. Librarian. A school system with an enrollment over 75 must provide the services of a certified librarian system-wide. The services of a full-time certified librarian are required as follows:

(1) A full-time certified librarian shall be assigned when the school system enrollment reaches 600 students in grades K-12;

(2) A full-time certified librarian shall be assigned in a secondary attendance center when enrollment reaches 600 students; and

(3) A full-time certified librarian shall be assigned to elementary attendance centers at the ratio of one for each 1,500 elementary students in a school system.

A school system may contract for library services with a local public library if the school employs at least one certified librarian and the public librarian has at least a bachelor's degree in library science. The contracted services may replace one of the additional certified librarians required by this section.

School systems with an enrollment of 75 or less must show evidence of availability of library resources and services through the library plan required by ARSD 24:03:06:21.

24:03:06:21. (Effective July 1, 1989) Library development plan. A school system must have a system-wide library development plan which addresses policies and procedures, personnel, collection, services, and facility. The plan, approved by the local school board or governing body, must be in place by September 15, 1989. Thereafter, the local school board or governing body must approve the plan by September 15 of the school term the school system is scheduled for an on-site accreditation review. The library development plan must be available for review by the division of education or the state library upon request.

SCHOOL LIBRARY DEVELOPMENT PLAN
GUIDELINES TO ACCOMPANY 24:03:06:21
April 1988

(These guidelines were developed by the Library Rules Taskforce in 1988. These are the criteria that the Division of Education will use when conducting an on-site review of school library media programs.)

The school district or governing body will have a written plan for library media services, addressing each of the following areas:

1. POLICIES AND PROCEDURES

   a. The school district or governing body shall have: a philosophy statement; goals and objectives; strategies for providing access to information not located in the library media center; copyright and collection development policies.

   b. The district or library will have a written manual of library procedures which is accessible to administrators, faculty, librarians, other appropriate school personnel, and available upon request to patrons.

2. PERSONNEL

   Certified library media personnel shall meet the requirements of ARSD 24:02:01:09 (10). The requirement for a certified librarian is waived in school systems with 75 or less enrollment.

3. COLLECTION

   a. The library shall maintain an adequate collection of print and non-print materials appropriate to the curriculum and personal needs of students.

   b. A professional collection of appropriate print and nonprint materials shall be maintained to meet the needs of staff.

4. SERVICES

   Library media services shall be available to every child and every staff person in a school system.

5. FACILITY

   A library media center shall be available to every child in a school system. Each attendance center shall have a designated area for student access to encyclopedias, dictionaries and other information resources.

RECOMMENDATIONS TO ACCOMPANY THE LIBRARY GUIDELINES
(as compiled by the Library Rules Task Force, 1988)

The following recommendations are offered as a model for establishing or upgrading a library program. Additional assistance may be found in state and national guidelines. It is suggested that a local committee (representing administration, faculty, library, and other interested groups) prepare the plan for library development. THESE RECOMMENDATIONS SHOULD BE TAKEN INTO ACCOUNT WHEN WRITING THE LIBRARY DEVELOPMENT PLAN.

POLICIES AND PROCEDURES

1. The philosophy statement should show how library media services contribute to the overall educational program of the school and assure equal access for all students.

2. Goals and objectives should include each component of the library media program.

3. The strategies for access to information outside the district should include procedures for cooperating with other schools, libraries, or other agencies, and may include, but not be limited to:

   (a) cooperative staffing agreements;
   (b) sharing lists of holdings;
   (c) cooperative purchasing arrangements; and
   (d) access to other libraries or databases through automated methods.

4. The copyright policy should address requirements of the federal copyright law and guidelines.

5. The collection development policy should address initial selection of both print and nonprint materials. It should also include the procedures for reconsideration of library media or instructional materials.

6. The manual of procedures should include:

   (a) local procedures for selection, acquisition, cataloging, and processing of print and nonprint materials;

   (b) the selection, circulation, and maintenance of equipment;

   (c) policies for circulation of all print, nonprint materials and equipment;

   (d) job descriptions for library staff;

   (e) inventory and repair of materials and equipment;

   (f) maintenance and weeding of the collection;

(g) methods for integrating the library and the curriculum;

(h) provision for information skills instruction;

(i) procedures for classroom, student, staff, and public use of the school library media center;

(j) procedures for handling complaints about the materials in the collection;

(k) policies and procedures for library media budget development and expenditures;

(l) methods for building a public awareness program that includes dissemination of information about the library media program, its services and needs;

(m) methods for ongoing evaluation of library media program components, including input of administrators, students, staff and other interested persons. The results of evaluation should be applied to future planning;

(n) procedures for obtaining access to other library collections (by interlibrary loan protocols, etc.).

PERSONNEL:

1. Every student in every attendance center should be assured the services of a certified librarian.

2. Clerical assistance should be provided in all library media centers to assure quality library services.

3. Each library media center should be supervised by an adult throughout the school day.

4. Hiring practices of the school district or system should give priority to advanced levels of preparation in library science.

5. Districts or systems whose enrollments require more than one librarian should assure that at least one librarian is a library science major.

FACILITIES:

Every child in every attendance center should have access throughout the school day to a library media center which has:

1. space for student reading, listening, viewing;

2. seating to accommodate the largest classroom group in the school, plus 10;

3. office space for the librarian;

4. space for circulation of materials and equipment;

5. space to allow teachers to produce instructional materials;

6. space for technical processing for newly acquired materials;

7. storage for books and periodicals, audiovisual software and equipment, and supplies. Adjustable shelving is recommended;

8. a private small-group conference area;

9. space for a professional collection for faculty and staff;

10. a central location in relation to other learning areas;

11. outside accessibility for extended hours beyond the school day;

12. a telephone;

13. at least one microcomputer available for library use;

14. accessibility for the handicapped;

15. an attractive appearance and functional arrangement which provides for efficient work and traffic flow and supervision;

16. adequate lighting;

17. local control of temperature, humidity, and ventilation;

18. sufficient electrical outlets to accommodate all audiovisual and computer equipment.

COLLECTIONS:

1. **Books:**

   (a) The minimum book collection in each library media center should be:

K-6	3,000 volumes
Jr. High/Middle School	3,500 volumes
Sr. High	4,000 volumes
K-12	7,500 volumes

   (b) The collection should include 10 additional volumes for every student over 200 enrolled.

2. **Magazines:**

   (a) The minimum magazine collection in each library media center should be:

K-6	12-15 titles
7-12	25-75 indexed titles

(b) Secondary library media centers should provide **Reader's Guide to Periodical Literature**. The senior high library media centers should have the unabridged version. The junior high version may be either abridged or unabridged.

(c) Elementary library media centers should provide **Children's Magazine Guide**.

3. **Newspapers:**

(a) Secondary library media centers should have a minimum of one local, one regional daily, and one national newspaper.

(b) Elementary library media centers should have a minimum of one daily newspaper.

4. **Encyclopedias:**

Each library media center should have at least two titles published within the last five years.

5. **Non-Print Materials:**

Maps, globes, videos, films, records, tapes, microforms, computer software, etc., should be available in quantities appropriate to the curriculum and the population of the attendance center.

6. **Professional Collection:**

(a) A current professional collection of print and nonprint materials should be centrally located and easily accessible to all staff.

(b) The professional collection should include all levels and subject areas of the curriculum, current trends in education, and other appropriate staff development information.

(c) The professional collection should be developed on a systematic continuous basis.

7. **Collection Development:**

Each library media center should acquire a minimum of 25 titles of new library media resources, excluding textbooks, encyclopedias and equipment, per teacher per year.

8. **Equipment/Hardware:**

Audiovisual equipment and computers should be up-to-date, well-maintained and appropriate for nonprint media in the collection.

9. **Organization of materials:**

All print and nonprint library media materials and the professional collection should be classified and marked according to a standard classification system. A central catalog of all print and nonprint materials should be maintained.

SERVICES:

Library services should be available to every child and every staff person in every attendance center on a daily basis.

1. **Services to students should include:**

   (a) circulation of print and nonprint materials;

   (b) a flexible library media center schedule to accommodate all students in the attendance center;

   (c) access to materials from other libraries when unavailable in the attendance center library media center;

   (d) a community resource file;

   (e) materials suitable to students interest, abilities, and level of maturity;

   (f) prompt assistance in locating answers to questions, completing assignments, or selecting materials related to their interests or needs;

   (g) an organized and sequential program for teaching information skills;

   (h) a handbook of services;

   (i) a well balanced collection appropriate to and supportive of the school's curriculum; and

   (j) computer access to databases outside the district.

2. **Services to staff should include:**

   (a) access to up-to-date print and nonprint curriculum, reference and professional materials;

   (b) a flexible library media center schedule to accommodate administration and faculty;

   (c) access to materials from other libraries when unavailable in attendance center library media center;

   (d) materials, equipment and facilities which are available for staff development programs, faculty meetings, curriculum planning;

   (e) provision of maintenance and repair of library media equipment;

   (f) information of new acquisitions in their areas of interest;

   (g) a community resource file;

(h) assistance in the selection and evaluation of instructional materials;

(i) bibliographies compiled upon request;

(j) material put on reserve on request;

(k) prompt assistance in locating answers to questions or the selection of materials related to their interests or needs;

(l) training provided on operation and care of equipment;

(m) assistance provided as requested for production of instructional materials; and

(n) computer access to databases outside the district.

3. **Services to the public should include:**

(a) facilities and equipment available for use by organizations;

(b) displays, exhibits, and media releases publicizing new materials and services; and

(c) notifying other community librarians of class projects.

These are selected items from **Administrative Rules of South Dakota**, Title 24, Department of Education and Cultural Affairs, Chapter 30, State Library (revised through December 21, 1988). The following selected rules have impact on school libraries. A copy of the complete chapter may be obtained at your public library, or from the State Library.

24:30:01:01. Eligible public. Any citizen of South Dakota or any public library, school library, academic library or special library located in South Dakota is eligible to use the library materials and services of the South Dakota state library, as provided in this article.

24:30:01:03. Use of state library by persons with adequate library service. Persons with adequate library service as described in 24:30:01:02 may access the services of the state library as follows:

(2) The following persons may request the use of state library materials and services only through a local public, school, academic, or institutional library:

(a) A person who has access to adequate free public library services;
(b) A person who is teaching in or enrolled full-time on campus in an elementary, secondary, postsecondary, or higher education institution; and
(c) A person who is a resident of a state-supported penal or charitable institution.

24:30:01:07. Libraries. A public library, school library, academic library, special library, or designated person or office in a school or institution of higher education may request library materials and services from the state library by using request forms provided or designated by the state library.

24:30:01:08. Withholding use from public. The state library may withhold use of its materials and services from any person or library for a minimum of one year when the following abuses are documented:

(1) Holding of library materials beyond their due date, loss of library materials, damage to library materials, or any combination of holding beyond the due date, loss, or damage when these abuses are documented five times within one year;
(2) Holding beyond the due date, loss, or damage to library materials borrowed by the state library from other libraries on interlibrary loan when either holding, loss, damage, or any combination of the three is documented twice in one year;
(3) Failure to pay for damage or loss as provided in 24:30:02:06.

A request for waiver of this rule may be considered by the state library board at any of its regular quarterly meetings if the request is received in writing from the person or the governing board of the library concerned. To be entitled to a waiver the person or library must enter into an agreement for payment of fees and future compliance with rules and establish that the person or the library is not in violation of any other state library rules. If a library is part of an institution or school, the library must identify a single individual responsible for payment of fees and coordination of all library service requests.

24:30:01:09. Loss of services if user fee charged. The state library may withhold its materials and services from any library that charges a fee to its users for materials and services obtained through the state library. A request for waiver of this rule may be considered by the state library board at any of its regular quarterly meetings if the request is received in writing from the person or governing board of the library concerned. To be entitled to a waiver the person or library must enter into an agreement for future compliance with rules and establish that the person or the library is not in violation of any other state library rules. If a library is part of an institution or school, the library must identify a single individual responsible for coordination of all library services requests. These services and materials include the following:

(1) State library materials borrowed through interlibrary loan;
(2) Materials obtained by the state library through interlibrary loan from other sources;
(3) Services and materials provided by film services;
(4) Services and materials provided and obtained through South Dakota Library Network (SDLN) PALS.

24:20:02:03. Time periods for loan of materials. Library materials lent by the state library may circulate for the following periods of time:

(1) Printed library materials for a four week period;
(2) Audio-visual library materials for the day of use as requested by the user with a maximum loan period of one week, when such a time period is specifically requested;
(3) Interlibrary loan materials borrowed from another library for the period specified by the lending library; and
(4) Duplicate or reproduced materials may be retained by the user without requirement of return.

24:30:02:06. Replacement charges for library materials and equipment lost or damaged by users. When library materials or equipment are lost or damaged by users, the state library shall charge the user for the replacement cost of the lost or damaged materials plus a processing fee of $7. If materials are no longer available from suppliers, the following schedule shall be used to assess charges:

(1) Adult books: $30 each;
(2) Easy fiction/juvenile books: $15 each;
(3) Tape or disc recordings excluding video cassettes and video discs: $8 each;
(4) Filmstrips: $7 each;
(5) Audiovisual kits: $50 each;
(6) Sixteen-millimeter films: $.60 per foot of film;
(7) State or federal documents: $15 each;
(8) Pamphlets, maps, pictures, ephemera, or slides: $17 each;
(9) Interlibrary loan materials: all charges assessed by the lending library;
(10) Equipment: all replacement or repair costs;
(11) Video cassettes or video discs: $10 per minute of program.

24:30:03:01. Provision of regional networking services. The state library shall provide to all public, school, academic, and special libraries in South Dakota general access to the services, network, and research facilities of the Minnesota Interlibrary Telecommunications Exchange (MINITEX) at the University of Minnesota in Minneapolis, Minnesota, as funds are appropriated.

Policies and Procedures

BEST COPY AVAILABLE

LIBRARY MEDIA CENTER POLICY STATEMENTS

What is the philosophy or stated mission of your school district? The mission of the library media center should reflect and enhance the overall mission of the school district. Both mission statements should be in writing so that employees and citizens of the district can understand what the overall goals are for each part of the agency.

Every school district should have a comprehensive library media collection development policy developed cooperatively by the library media professional staff, teachers, students, parents, administrators and members of the public. This policy should be written in clear, concise language so that everyone involved will understand the criteria which is applied when selecting materials to support the curriculum; the procedures used to weed the collection, and discard materials and equipment; handle gifts and donated items, and the procedure to follow when encountering a censorship challenge.

In order to protect administrators and teachers from charges of violating the copyright law, each school district should have a written policy that responds to the various provisions of the copyright law. This policy should also include microcomputer software packages used in the instructional program and in library media center management.

It is recommended that each library media center and/or school district develop a manual of local library procedures. This serves as the librarian's day-to-day operational manual, and assists the district in maintaining continuity in library procedures when hiring new personnel. The collection development and copyright policies should be adopted by the Board of Education. Evaluation and revision of the policies should be made at least every 4-5 years as a part of the long range planning of the school district.

RATIONALE FOR THE ADOPTION OF A WRITTEN COLLECTION DEVELOPMENT POLICY

There are many reasons why a school district should have a written statement detailing a clearly defined procedure for the development of a library media collection.

1. A written statement of policies and procedures is an aid in keeping the community informed on the selection of library materials. The confidence of the community in its schools will be increased by the knowledge of the thorough and reasoned philosophies and procedures underlying the presence of materials in it's school libraries.

2. A written statement will make it easier for all school personnel - teachers, librarians, principals, supervisors, superintendents and members of the school board - to be fully informed on the specific practices of the district.

3. The responsibility of participating individuals and the limits of their responsibilities will be explicitly stated.

4. If criteria are clearly detailed, and techniques for applying them are clearly set forth, those persons responsible for developing the collection will do a thorough and efficient job. Written criteria will serve as a basis for common agreement for those persons responsible for developing the collection.

5. The materials selected by such criteria and procedures will be better and more useful.

PARTS OF A COLLECTION DEVELOPMENT POLICY

1. Philosophy and objectives of school district and of library.
2. Endorsement of intellectual freedom documents.
3. Statement of responsibility for selection.
4. Criteria for selection.
5. Special items. (might include gifts and donations, vertical file, etc.)
6. Maintenance of collection.
7. Procedures for handling a challenge. (including request for reconsideration forms)
8. Procedures for policy revision.

SAMPLE COLLECTION DEVELOPMENT POLICY

DOUGLAS SCHOOL SYSTEM

Board Policy

EDUCATIONAL MATERIALS ACQUISITION AND EVALUATION

It is the policy of the Douglas School System to select educational materials in accordance with the following:

1. Educational materials shall be chosen for the interest and enlightenment of all students of the community. Materials shall not be excluded because of the race, sex, national origin, or the political or religious views of the writer.

2. There shall be the fullest practical provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; materials of sound factual authority shall not be proscribed or removed from use because of partisan or doctrinal disapproval.

3. Censorship of materials shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.

Interpreting these principles in the selection of material, the following will apply:

1. We believe it is the right and responsibility of teachers and librarians to select material which is carefully balanced so that various points of view on any subject are included.

2. Since materials are selected to provide for the interest and needs of the students, school community and school program, they will be selected utilizing the input of students, teachers, principals, librarians, and community resources.

3. Selection of materials will be assisted through the use of preview examinations, recommendations, and standard evaluation aids.

4. Two basic factors will be considered in the selection of materials. The first is factual accuracy, authoritativeness, balance and integrity. The second is artistic and literary merit in format, style, creativity, imagination and vision.

5. Materials shall be examined to select those in which the presentation and the subject matter are suitable for the maturity and the interest level at which they are to be used. They will be considered in relation both to the curriculum and to the personal interests of students and teachers.

(See pages 188-192 for another example of a collection development policy.)

DOUGLAS SCHOOL SYSTEM

CITIZEN'S REQUEST FOR RECONSIDERATION
OF EDUCATIONAL MATERIALS

NAME OF REQUESTOR_____

ADDRESS-PHONE NUMBER_____

REQUESTOR REPRESENTS: _____SELF ____ORGANIZATION (NAME)_____

_____OTHER (Specify)_____

TITLE-AUTHOR OF MATERIAL(S) TO BE RECONSIDERED_____

_____

PUBLISHER_____

TYPE OF MATERIAL--SUBJECT (i.e. library book, textbook, film, filmstrip)_____

_____

KINDLY ANSWER THE FOLLOWING QUESTIONS AS THEY PERTAIN TO THE ABOVE MATERIAL TO BE RECONSIDERED:

_____

_____

1. To what in this material do you object? (please be specific; cite pages or frames)

   _____

   _____

2. What do you feel might be the result of reading/viewing this material?

   _____

   _____

3. For what age group would you recommend this material?

   _____

   _____

4. Did you read/view the material in its entirety? _____Yes _____No
   If not, what pages/part did you read/view?_____

5. Have you heard or read of criticism of this material from other sources?
   _____Yes _____No If yes, where_____

6. How would you like this matter resolved? (check one)

   _____do not assign it to my child

   _____send it to the Reconsideration Committee for evaluation.

   _____other_____

REGPART2.GID/wpc

EXAMPLE OF LIBRARY MEDIA CENTER MISSION STATEMENT

The library media center of _____school is at the center of the school's educational program. Today, information is gathered and stored in a variety of ways. Students and staff must be knowledgeable of available sources of information and information retrieval. The mission of the library media center is to ensure that students and staff are effective users of information. In order to be successful, the library media center seeks to:

1. provide physical and intellectual access to information in all formats.

2. provide learning opportunities which encourage users to be skillful users and creators of information.

3. provide consulting assistance in the use of instructional technology.

4. be fully integrated into the curriculum.

Reference: **Information Power**, Chapter 1.

GOALS AND OBJECTIVES FOR LIBRARY MEDIA CENTERS

Definitions:

Goal: A long-range, broad, general statement describing the desired condition or future toward which the organization will work.

Objective: A short-term action that the organization will take in pursuit of a specific goal.

CRITERIA FOR WELL-WRITTEN OBJECTIVES

- Is the objective related to at least one goal?
- Does the objective begin with an action verb?
- Is the objective an end and not a means to an end?
- Does the objective include a date by which it will be accomplished?
- Does the objective specify "what" and "when" and not discuss "why" or "how"?
- Is the objective measurable or verifiable; how will you know if it has been achieved?
- Does the objective specify a SINGLE result to be accomplished?
- Are there a number of different ways in which the objective could be accomplished?
- Is the objective "actionable", is it realistic that one can develop activities to accomplish the objective?
- Is the objective understandable and written clearly and simply?

These criteria are found in: **Planning and Role Setting for Public Libraries; A Manual of Options and Procedures**. Chicago, American Library Association, 1987, p. 52.

The next page includes a sample of a library services plan. Notice the broad, long-range nature of the goal and the more specific "actionable" nature of the objectives.

SAMPLE SAMPLE SAMPLE SAMPLE

Plan for Library Services

Goals/Objectives	Activities	Time Line	Date Completed
GOAL:			
A. All students will be trained to be knowledgeable, independent users of libraries.			
OBJECTIVES:			
1. To assess current library skills teaching in the district.	1. a - Meet with all curriculum committees. b - Gather standardized test scores for past 3 years.	1989-90 1989-90	
2. To provide a library curriculum guide which addresses all areas of library skill, and indicates specific skills to be taught at each grade level.	2. a - Appoint a committee to write curriculum. b - Research. c - Write. d - Evaluate after 4 years.	Begin research 1989-90 Finish writing 1990-91 Evaluate 1993.	
3. To provide in-service training to classroom teachers responsible for library skills instruction.	3. a - Provide at least 1 formal inservice each year. b - Informal one-on-one inservice as needed.	Begin 1990 Ongoing	

GUIDELNS.FRM/wpc

THE IMPORTANCE OF WEEDING

The collection development process begins with the evaluation of materials before purchase and is completed with the evaluation of materials before discarding them. It is very important that each library media collection be filled with current, correct information. While there is some variation among subjects, generally it can be stated that nonfiction materials that are 15-20 years old or older are obsolete, outdated, and often very inaccurate. Providing "misinformation" is a serious disservice to users. Therefore, weeding the library media collection of inaccurate and obsolete materials is a very important process. How rigorously and how often a collection is weeded depends on considerations of space, budget, curriculum requirements and user needs unique to each media center.

Evaluating and Weeding Collections in Small and Medium-Sized Public Libraries; the CREW Method (Chicago, American Library Association, 1980) is an excellent weeding guide. While it is written for public libraries, the principles apply equally well in a school library.

Some suggested criteria for weeding out undesirable materials are as follows:

1. currency - if the subject matter is out-of-date, factually inaccurate, or no longer relevant to the educational program; if illustrations are outmoded or perpetuate sexual, racial, or cultural stereotypes;

2. technical quality - in nonprint materials, if visuals are poor, faded, or off-color; if sound reproductions are faulty or inferior;

3. dispensability - if it is a duplicate copy, or duplicates materials no longer needed in the collection;

4. physical condition - if it is worn, torn, soiled, and/or pages are missing;

5. record of use - if the item has not circulated in three years, and is more than 10 years old (nonfiction). There is more room for individual differences when evaluating fiction. Keep attractive copies of classics. Weed former "bestsellers" that have not circulated in 3-5 years.

Here are some reasons for not discarding materials, even if they meet the above listed criteria:

1. if it is a work of historical significance in the field of children's literature;

2. if it has unusual illustrations, or illustrations done by a well-known artist;

3. if it is a work by a local author, illustrator, or editor;

4. if it describes local history or personalities; and

5. if it is memorial gift.

Please see pages 105-110 for additional information on weeding.

Factors in fair use:

1. Purpose and character of use, including commercial or nonprofit educational purposes.

2. Nature of copyrighted work (i.e. type of material: book, periodical, film, etc.)

3. Brevity: amount of work used in relation to whole (see specific guidelines below).

4. Cumulative effect: effect of use on potential market for, or value of, the copyrighted material (see specific notes below).

5. Spontaneity: decision to use work and time of use are so close that it is unreasonable to expect a timely reply to a request for permission.

Guidelines:

A. Print material - permissible uses

1. Single copies for teachers (at teacher's individual request for research or teaching a class)
   a. chapter of a book
   b. article from periodical or newspaper
   c. short story, short essay, short poem, whether or not from a collective work
   d. chart, graph, diagram, cartoon, or picture from a book, periodical or newspaper

2. Multiple copies for classroom use (not to exceed 1 copy per pupil in a course)
   a. article, story or essay, less than 2,500 words or excerpt not more than 1,000 words of 10% of whole, whichever is less
   b. complete poem if less than 250 words
   c. excerpt of longer poem, not to exceed 250 words
   d. one chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.
   e. special works (works combining poetry, prose, illustration, and intended for children); excerpt of not more than 2 published pages and containing not more than 10% of text

3. Special notes on preceeding items:
   a. must bear copyright notice
   b. copying made for one course only
   c. one work from a single author
   d. not more than 3 authors from a single collective work or periodical volume
   e. no more than 9 instances of multiple copying for one class during one term
   f. copying shall not be used to create, or replace, or substitute for, anthologies or collective works
   g. copying of "consumable" works (i.e. workbooks, text booklets, and answer sheets, etc.) is strictly prohibited.

4. Music
   a. Permissible uses:

      (1) Emergency copying to replace purchased copies which, for any reason, are not available for an imminent performance provided purchased replacement copies are substituted in due course.
      (2) For academic purposes, other than performance, multiple copies of excerpts of works may be made, provided that excerpt does not constitute a performable unit (ex. movement, aria, etc.), in no case more than 10% of whole work. Number of copies shall not exceed 1 copy per pupil.
      (3) For academic purposes, other than performance, a teacher may make a single copy of entire performable unit that is either (1) confirmed by copyright holder to be out of print, or (2) unavailable except in a larger work; for purposes of scholarly research or in preparation to teach a class.
      (4) Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted. Lyrics may not be altered, or added if none exists.

   b. Permissible recordings of musical works
      (1) Single copy of recording of student performances may be made for evaluation or rehearsal purposes and may be retained by institution or teacher.
      (2) Single copy of sound recording (ex. tape, disc, cassette) of copyrighted music may be made from recordings owned by educational institution or individual teacher, for purposes of constructing aural exercises or examinations, and may be retained by institution or teacher. (applies only to copyright of music itself [i.e. composer] and not to any copyright that exists in sound recording [i.e. performer]).

   c. Prohibitions related to music
      (1) Copying to create, or replace, or substitute for anthologies, compilations, or collective works.
      (2) Copying from works intended to be "consumable" (i.e. workbooks, exercises, standardized tests, etc.).
      (3) Copying for performance, except for emergency copying identified above.
      (4) Copying for purpose of substituting for music except as identified above.
      (5) Copying without inclusion of copyright notice which appears on printed copy of music.

B. Audiovisual materials
   1. Examples of permissible uses:
      a. Creating a series of slides from multiple sources (books, magazines, etc.), not to exceed 10% of photographs in any one source, unless source specifically prohibits any photographic reproduction.
      b. Creating a single overhead transparency from a single page of a consumable workbook.
      c. Creating multiple overhead transparencies from a variety of sources, not to exceed 10% of total content of any one source, unless this type of reproduction is specifically prohibited.

d. Excerpting sections from a filmstrip to create slides, not to exceed 10% of entire work, nor excerpt the very creative essence of the work.
e. Reproducing selective slides from a slide series, not to exceed 10% of entire production, nor excerpt very creative essence of work, nor violate prohibition of this type of reproduction.
f. Excerpting sections of a 16mm film to be used in a locally produced video tape, not to be shown over cable TV, not to exceed 10% of whole, nor excerpting creative essence of work.
g. Off-air video taping of instructional television programs cleared for copyright usage.

2. Examples of prohibitions
a. duplication of cassette tapes unless reproduction rights were given at time of purchase.
b. reproduction of musical works (ex. records) or conversion into another form for use (ex. tapes).
c. reproduction of ditto masters produced commercially, individually, in sets, or as part of multi-media kits if they are available for sale separately.
d. reproduction of any audiovisual work in its entirety.
e. conversion of one media format into another (ex. 16mm film into videotape).
f. narrating entire stories onto audio tape.

C. Guidelines for Off-air Recordings of Broadcast Programming for Educational Purposes
1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. "School days" are school session days; not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions within the forty-five (45) calendar day retention period.
4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

D. Computer software
1. The owner of a copy of a computer program may copy that program provided that:
   a. the new copy is made in order to be able to use the program in conjunction with the machine, and that it is used in no other matter, or
   b. that the new copy is for archival purposes only, and that all archival copies are destroyed in the event that continued possession of the program should cease to be rightful.
   c. any copies prepared or adapted may not be leased, sold, or <u>otherwise transferred</u> without authorization of the copyright holder.

Library photocopying:

A. Unsupervised copying equipment
1. A library and its employees are relieved of liability for copyright infringement resulting from unsupervised use of copying equipment located on its premises, provided that:
   a. The library must display on the equipment a notice that making of the copy may be subject to the copyright law.
   b. Wording for notice recommended by American Library Association: NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 U.S. CODE) GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT. (Signs are available from Demco, Brodart and other library supply dealers.)

B. Permissible copying:
1. Make single copies of one article, or small portion of book or other work if (a) copy is to be used only for private study or research, and (b) request is not perceived to be part of concerted effort to obtain multiple reproduction.
2. Make multiple copies for teacher if the item meets the tests of brevity, spontaneity and cumulative effect under fair use guidelines.

3. Copy an unpublished work in the library's collection, for preservation or security, or for research in another library open to the public.
4. Copy to preserve a deteriorated published work, if reasonable effort has been made to obtain a new copy at a fair price.
5. A library may participate in copying for interlibrary loan arrangements that do not involve such large quantities as to substitute for subscription to or purchase of a work.

C. Prohibited uses:
1. Make copies for class members if there is reason to suspect that all students have been instructed to obtain copies individually.
2. Make copies on a systematic basic to avoid subscription to or purchase of a work at their own library or another.
3. Make copies of musical works, pictures, graphic or sculptural works, motion pictures, or other audiovisual works (except daily news programs) unless it is for the purpose of preservation, or security, or meets fair use guidelines.
4. Copying without including a notice of copyright.
   a. suggested wording of notice (from American Library Association):
      NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW (TITLE 17 U.S. CODE).
   b. notice should be affixed to first page of reproduced copy.
5. Making multiple copies for reserve use, except where fair use guidelines of brevity, spontaneity and cumulative effect have been met.
6. No charge may be made to student beyond actual cost of photocopying.

Resources:

The New Copyright Law: Questions Teachers and Librarians Ask. Washington, D.C., National Education Association, 1977.

Copyright and Educational Media: A Guide to Fair Use and Permissions Procedures. Washington, D.C., Association for Educational Communications and Technology, 1977.

Guidelines for Off-Air Taping of Copyrighted Programs for Educational Use: 30 Questions Librarians Ask. Washington, D.C., American Library Association, 1982.

The New Copyright Law and Education. Arlington, VA, Educational Research Service, Inc., 1977.

Miller, Dr. Jerome K. **Using Copyrighted Videocassettes in Classrooms and Libraries.** 2nd edition. Champaign, IL, Copyright Information Services, 1988.

Miller, Dr. Jerome K. **Applying the New Copyright Law: A Guide for Educators and Librarians.** Chicago, American Library Association, 1979.

Armintor, Bob. **The Copyright Maze; A Guide to What's Legal and What's Not.** Colorado Springs, CO, Pikes Peak Community College, 1987.

Johnson, Beda. **How to Acquire Legal Copies of Video Programs; Resource Information.** San Diego, CA, Video Resource Enterprise, 1986.

Talab, R.S. **Commonsense Copyright; A Guide to the New Technologies.** Jefferson, NC, McFarland, 1986.

Vlcek, Charles W. **Copyright Policy Development; A Resource Book for Educators.** Friday Harbor, WA, Copyright Information Services, 1987.

SAMPLE SAMPLE SAMPLE

DISTRICT #181 COPYRIGHT POLICY

It is the intent of Public School District #181 to adhere to the provisions of state and federal copyright laws. The following procedures represent a sincere effort to comply with the law:

1. The ethical and practical problems caused by illegal copying should be included in the district's computer literacy curriculum.

2. Only legal copies of copyrighted materials may be made or used on school equipment. (see Exhibit A--#1, 2, 3, 4).

3. School District #181 does not give permission for any illegal copying of any district-owned copyrighted materials.

4. It shall be the policy of District #181 to negotiate for specific copyright release where applicable. If releases are not obtained, alternative products will be considered before purchasing from a non-cooperating vendor (See Exhibit B).

5. School District #181 is responsible for distributing to all school employees a written copy of this policy. The principal of each building is responsible for establishing practices which support this policy at the building level.

6. Employees who violate copyright laws do do at their own risk and assume all liability.

Adopted by the Brainerd School Board on July 8, 1985.

Brainerd Public Schools
702 South 5th Street
Brainerd, MN 56401
Elsie Husom, Media Director

EXHIBIT A

Legal copies are those that follow copyright laws pertaining to specific materials. Guidelines for legal copying follow:

A #1

GUIDELINES FOR COMPUTER COURSEWARE

To be legal copies, courseware must meet any or all of the following criteria:

1. It is in the public domain.
2. It is covered by a licensing agreement with the courseware author(s), vendor or developer.
3. It is a backup copy made as an essential step in the utilization of the program in conjunction with a machine and it is used in no other manner.
4. It is a copy made for archival purposes only and it is to be destroyed in the event that possession of the original should cease to be legal.
5. It has been donated to School District #181 and, to our knowledge, is a bona fide contribution of a legal program.
6. It has been purchased by District #181.
7. It has been purchased by the user.
8. It is a legal program being reviewed or demonstrated by the users in order to reach a decision about possible future purchase or request for contribution or licensing.
9. It has been written or developed by _____ (name) for the specific purpose of being used on District #181 computers.
10. It has been written or developed by _____ (name) who has consented to its use in District #181.

GUIDELINES FOR PRINT

A #2

The purpose of the following guidelines is to state the minimum standards of educational fair use under Section 107 of H.R. 2223. It is understood that the conditions determining the extent of permissible copying may change in the future.

1. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

A. A chapter from a book
B. An article from a periodical or newspaper
C. A short story, short essay or short poem, whether or not from a collective work
D. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

2. Multiple Copies for Classroom Use

Multiple copies not to exceed more than one copy per pupil in a course may be made by or for the teacher giving the course for classroom use or discussion, providing that:

A. the copying meets the tests of brevity and spontaneity as defined below
B. It meets the cumulative effect test as defined below
C. Each copy includes a notice of copyright.

Definitions
Brevity:

(i) Poetry: (a) a complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, an excerpt of not more than 250 words or to the end of a line
(ii) Prose: (a) either a complete article, story or essay of less than 2,500 words or (b) an excerpt from any prose work of not more than 2,500 words or 10% of the work or to the end of a paragraph
(iii) Illustration: one chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue
(iv) Special Works: certain works in poetry or prose which often combine language with illustrations and fall short of 2,500 words may not be reproduced in their entirety. An excerpt of not more than two of the published pages and containing not more than 10% of the words in the entire text may be reproduced.

Spontaneity:

(i) The copying is at the instance and inspiration of the teacher

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it is unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

(i) The copying of the material is for only one course in the school in which the copies are made

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from one author, nor more than three from the same collective work or periodical volume during one class term

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term. (This does not apply to current newspapers and news periodicals)

3. **Prohibitions as to Above Sections**

A. Copying shall not be used to create or replace or substitute for anthologies, compilations or collective works whether copies are accumulated or reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These works include workbooks, exercises, standardized tests, test booklets and answer sheets, etc.

C. Copying shall not:
   (a) substitute for the purchase of books, publishers reprints or periodicals
   (b) be directed by higher authority
   (c) be repeated with respect to the same item by the same teacher from term to term

D. No charge shall be made to the student beyond the actual cost of copying

GUIDELINES FOR EDUCATIONAL USES OF MUSIC

A #3

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational use under Section 107 of H.R. 2223. It is understood that the conditions determining the extent of permissible copying for educational uses may change in the future. Also, there may be instances in which copying which does not fall into the guidelines stated below may nonetheless be permitted within the criteria of fair use as stated in Section 107 of the Copyright Revision Bill.

1. Permissible Uses

   A. Emergency copying to replace purchased copies which are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

   B. (i) For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, and in no case more than 10% of the whole work. The number of copies shall not exceed one per pupil.

   (ii) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is confirmed by the copyright proprietor to be out of print or unavailable except in a larger work may be made by or for a teacher solely for the purpose of his/her scholarly research or in preparation to teach a class.

   C. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or lyrics either added or altered.

   D. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

   E. A single copy of a sound recording (tape, disc, cassette, etc.) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the institution or individual.

2. Prohibitions

   A. Copying to create, replace or substitute for anthologies, compilations, or collective works.

   B. Copying of or from works intended to be "consumable".

   C. Copying for the purpose of performance except as in 1-A above.

   D. Copying for the purpose of substituting for the purpose of music except as in 1-A and 1-B.

   E. Copying without inclusion of the copyright notice which appears on the printed copy.

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SAMPLE SAMPLE SAMPLE

GUIDELINES FOR OFF-AIR RECORDING OF TELEVISION PROGRAMS

A #4

1. The guidelines apply only to off-air recording by nonprofit educational institutions.

2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a nonprofit educational institution for a period not to exceed forty-five calendar days after date of recording. After this 45 day period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated only once when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten consecutive school days in the forty-five day calendar day retention period. "School days" are days school is in session within the forty-five day period.

4. Off-air recordings may be made only at the request of individual teachers and may not be recorded regularly in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.

6. After the first ten consecutive school days, off-air recordings may be used up to the end of the forty-five calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other nonevalution purpose without authorization.

7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

EXHIBIT B

A cooperative agreement between School District #181 and the vendor or copyright holder should include any or all of the following considerations:

1. Preview policy or return privilege
2. Networking considerations
3. Multiple copy use in lab or classroom
4. Replacement of damaged materials
5. District #181 inter-building use
6. Discount prices on multiple copy purchase
7. Loading same copy into a number of computers for simultaneous use

REQUESTING PERMISSION TO COPY

The specific data you need to provide when requesting permission to copy include the following:

* The exact item to be copied: which frame from what filmstrip, which slide from what series, what sequence from a film, etc.
* The number of copies to be made and in what medium: slide, tape, black and white or color print, transparency.
* The use that will be made of the copy: part of a learning packet or resource unit; in a slide/tape presentation.
* Whether the material to be copied will be involved in a for-profit or not-for-profit venture.
* The distribution of the copies: in school, district, state, city, to all PTA's in the area, etc.

The form on the following page allows you to tell the producer everything he or she needs to know in order to grant permission to copy. Make an extra copy for your files, and if you don't get an answer within four to six weeks, write again and mark it "Second Request".

SAMPLE SAMPLE SAMPLE

REQUEST FOR PERMISSION TO COPY

Date _____

Firm _____

Address _____
_____
_____

School/District _____

Address _____
_____
_____

Telephone _____

Person making request _____

Authorized Signature _____

We request permission to copy the following copyrighted materials.
Material to be copied:

Number of copies to be made:
Copy medium:
Use of copies:

Anticipated date of use:
Distribution of copies:

Thank you for your cooperation,

_____

PRODUCER REPLY

Permission _____granted _____denied

Details (include fees, limitations, etc. if any):

Signature: _____

Date _____

LIBRARY MEDIA CENTER

MANUAL OF PROCEDURES

These questions are designed to be a general guide for organizing a library procedures manual.

I. Philosophy (mission statement): to guide the library media center in a positive manner.

A. What is the mission of your library media center? What are its primary and secondary roles in the school? Whose needs are you trying to meet?

B. What type of services and materials are you trying to provide?

C. What are your goals and objectives? Are they reviewed annually?

D. What do you consider to be good library practices?

E. What is your reason for being?

F. What is the philosophy or mission of your school? How does the philosophy (mission) of the library media center relate to the overall philosophy? Include copies of appropriate statements.

II. Organization and administration of the library: Guidelines are given in **School Library Media Programs: A Resource and Planning Guide for South Dakota Schools**. **Information Power** and other professional publications may provide additional information.

A. Is the physical arrangement appropriate; consider size and amount of shelving, furniture, equipment, storage and display areas? Is the library media center in a central location in relation to classrooms, teacher work areas, etc? Include a map showing location of important items (not just fiction, nonfiction etc.; but also shelf list, selection tools, vendor catalogs, keys etc.)

B. What are the duties of: librarian, clerical aide, AV aide, student assistants, etc.? Is a substitute hired when the librarian is absent? What important things should she/he know?

C. Do you have a schedule of general library events and duties for the school year? What activities should be completed before school starts in the fall, during certain months of the year, and at the end of the school year? Include a copy.

D. What are the hours that the library is open? Include a copy of the librarian's schedule.

E. Is there a written long-range plan for the library media center? Include a copy.

F. Do you have a written copyright policy? Include a copy and sample forms used for copyright compliance.

G. Does the district have a policy regarding participation in professional organizations, attendance at conferences, etc. What procedures must be followed?

H. Public relations: What do you do to inform the users and members of the public about services and activities in the library media center? Include a blank news release form or information about other district procedures for disseminating information to the public.

III. Services

A. What special services are provided?

B. Do "reading and study services" include individual and group guidance, book talks, reviews, enrichment reading, curriculum planning, storytelling, teleconferencing, other special services?

C. What types of instructional services are provided? Do they include library skills, orientation, research skills, and bibliographies? Include information on special procedures, sample forms, etc.

D. What services do you provide related to nonprint media? Rental and free loan of nonprint materials? Production Services? Review and preview of new material? What special procedures apply to these services?

E. Are interlibrary loans, instructional supplies for teachers, and extra equipment part of the services provided?

F. What cooperative services or activities do you engage in with other libraries or information resources? What procedures must be followed to obtain access to other collections (interlibrary loan protocols etc.)?

G. Do you have a community resource file? How is this information compiled? Revised?

H. Do you have a professional collection for teachers and staff? Where is it located? Any special activities or procedures?

I. Do you sponsor any special activities (Children's Book Week, National Library Week, Prairie Pasque Award, etc.)? Include rules or procedures that apply to these special activities.

J. If individuals or organizations outside of school wish to use the library media facilities or equipment, what procedures should they follow?

IV. Acquisitions

A. Budget

1. Does the budget support the philosophy, goals, and objectives of the media center program?

2. Are these considerations part of the budget plan: number and kind of users, curriculum changes, needs of the collection, age

and condition of the collection, increased cost of materials due to inflation, changes needed for technological advancement?

3. Do future plans include a budget evaluation and a minimum 3-5 year plan, including specific budget requests?

4. Include sample forms and instructions for purchase procedures, deadlines for budget development, etc.

B. Selection guidelines

1. Do you have a board-adopted selection policy? Include a copy. What parts of the collection do you plan to build in the next 3-5 years? Include a copy of your collection development plan.

2. Does the selection policy contain general guidelines for materials and equipment selection? Does it contain identification of the school board as the body legally responsible for the library, objectives of selection, requirements for responsible personnel, types of materials to be considered, criteria to be used, procedures for reevaluating challenged material? Explain procedures for selection and reevaluation.

3. Is there a procedure for periodic review and revision of the policy?

4. Have nationally accepted guidelines been included? (**Library Bill of Rights, Freedom to Read Statement**, and a form for a citizens request for the reconsideration of library material).

5. Have a minimum of four selection tools been used for each of the appropriate grade ranges (elementary, junior high, senior high)? These might include the Wilson catalogs, NCTE publications, and major selection journals. List the ones you use at each level.

6. How do you handle donations, gifts, memorials?

7. Do you have an evaluation form to use when previewing nonprint materials? Include a copy.

C. Purchasing routine

1. Do school procedures allow through-the-year purchases, or do most media purchases need to be made in the spring? How does the school budget cycle affect library media purchasing?

2. In selecting a book jobber (Baker and Taylor, Ingrams, etc.), have you considered the rate of discount, number of publishers available, and special services provided such as catalog card kits, accession sheets, and computer input? Which jobber(s) do you use? Describe any special procedures that must be followed.

3. Will the jobber honor a "do-not-exceed" amount?

4. Have budget allowances been made for orders from individual publishers?

5. Are magazines purchased from a subscription agency (EBSCO, McGregor, etc.)? Describe special procedures related to magazine orders.

6. Vertical file materials may come from many different sources. List the selection tools you use for choosing vertical file items and any special procedures related to acquiring this material.

7. Are general supplies (paperclips, masking tape, etc.) included with the central office purchases? Do you use library supply sources (Highsmith, Demco, etc.) for supplies that are unique to the library? Identify companies, items and amount generally ordered, and any special procedures that apply.

8. Is type and speed of service a factor when selecting a source for equipment and furniture? What vendors do you use for library furniture and equipment? Any special procedures to follow?

V. Processing

A. Is there sufficient workspace and storage areas for incoming materials to be checked in, catalogued, and processed for distribution?

B. Do you have a written routine for doing the following: keeping a shelf list, cataloging and processing books and audiovisual materials? Explain each.

C. What are your procedures for processing magazines? Claiming non-received issues?

D. What are your procedures for processing vertical file material? Other special items in your library?

E. What procedures do you use for filing catalog cards? Remember such things as order of characters, punctuation, abbreviations, names, prefixes, etc. Does your shelf list or card catalog have a special arrangement?

VI. Circulation

A. Considering the users of your library (students, staff, public); has a written policy been devised to ensure maximum usage of materials? Does the policy include: borrower's cards, length of circulation period, fines, damage charges, date due slips, renewal process, lost materials, etc.? If you have a written policy, include a copy; otherwise explain circulation periods for various materials, fines, charges for lost or damaged materials, renewals, any special rules for students/staff, any noncirculating items. Include sample circulation records and forms, magazine request forms, AV forms, etc. List exceptions to the rules.

B. Has a computer been considered to eliminate many of the clerical tasks associated with circulation?

C. May students check out audiovisual equipment and materials?

VII. Inventory

A. Has a procedure been established to assure that all materials found in the shelf list are actually in the collection and available for users? Explain.

B. Have you considered simplifying the inventory process by use of a computer?

C. Has a written routine been devised?

D. Is there a replacement policy for lost books, magazines, media, pamphlets, etc.?

E. Where are capital outlay items listed? On the library inventory? On the central office inventory? Any special procedures, deadlines, etc.?

VIII. Maintenance and repair

A. Is there a system for evaluation and repair of items as they are returned to the media center?

B. What criteria are used to determine if a book should be mended, sent to bindery, discarded and/or replaced?

C. What criteria are used when deciding to repair or replace equipment? Is cost of repair a factor? Include a copy of your equipment replacement schedule.

D. Outline procedures for repair of print and nonprint materials, and equipment.

IX. Weeding

A. Have guidelines for weeding been used to keep the collection attractive and current? Is it an ongoing task? Explain local procedures.

B. Has "dead wood" been removed from the collection before beginning a major automation project?

C. Are audiovisual materials evaluated on their usage?

D. Do you request input from teachers on the condition, currentness and relevance of print and nonprint materials?

X. Evaluation

A. Do you use a performance-based evaluation for the librarian? Are the criteria mutually agreed upon by the principal and librarian?

B. Is there a self-evaluation for the librarian, other forms for use by administrators and teachers? Include blank copies.

C. How are adult clerical aides evaluated? Include blank forms.

D. Are adult volunteers or student assistants evaluated? Explain.

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E. What procedures are followed to evaluate the collection, services, and programs of the media center on a regular basis (aside from personnel evaluation)?

XI. Annual report: From **Information Power** - "The annual report provides an opportunity to assess progress, to determine strengths and weaknesses, and to redefine program goals for the coming year."

A. Have simple procedures been devised to maintain data on holdings, services, and budget? Explain procedures and include copies of blank forms.

B. Is space provided on the form for a brief description of major capital outlay changes? Comments on any new or innovative procedures or activities used in the library during the year?

C. Is the report concise? Informal? A summary of the current year? Does it include future plans or goals?

D. Describe local procedures for completing the annual statistical report for the State Library.

Personnel

III. PERSONNEL

Qualified personnel are essential for an effective media program. The library media specialist's primary responsibility is to plan, develop and implement a media program to meet the specific needs of students and faculty. The library media specialist should possess a wide range of competencies in selection and utilization of print and nonprint materials, educational technology and/or information science, as well as knowledge of learning theory and curriculum development. All staff of the library media center should possess strong human relations skills and be able to interact well with students, teachers and others who use the library media center. A strong commitment to patron service is essential.

This section includes sample task-oriented job descriptions for a library media specialist, a library media technician, and a library media aide. It also includes general information on the recruitment and duties of student assistants, and a sample evaluation instrument for the library media specialist.

SCHOOL LIBRARY MEDIA SPECIALIST

I. Management of Instructional Resources

The ability to develop and implement media programs which facilitate the achievement of educational goals, including the management of media and human resources. A school library media specialist will be able to:

A. Develop annual and long-range goals for a comprehensive school media program. Compile library development plan to fulfill requirements of ARSD 24:03:06:21.

B. Prepare, justify, and administer the media program budget based on curricular needs.

C. Participate in planning, arranging, and utilizing media facilities to support the instructional program.

D. Evaluate the effect of the overall media program on teaching and learning.

E. Apply the principles of research to the development and implementation of the media program.

F. Teach media skills within the framework of the school's curriculum.

G. Work with the district or building computer coordinator in the selection and management of computer software.

II. Supervision of Library Media Center

The ability to apply basic principles of evaluating and selecting media to support the instructional program. A school library media specialist will be able to:

A. Recognize the school's organizational pattern, the curriculum, and the instructional objectives affecting the selection of media.

B. Develop and implement an individual school's collection development policy compatible with system-wide policy.

C. Organize and provide leadership for a School Media Advisory Committee involving administrators, teachers, students, and members of the public.

D. Identify and/or develop criteria appropriate for evaluating various forms of media in all subject areas and grade levels.

E. Assess the media collection, identify strengths and weaknesses, and coordinate the selection of appropriate media to ensure a comprehensive, balanced collection.

F. Identify and work cooperatively with reputable publishers, producers, and dealers marketing educational media to ensure satisfactory purchases.

G. Recognize the characteristics unique to each media format and select items according to their specific contribution to learning.

H. Provide for hands-on evaluation of media and/or identify reliable bibliographic tools to aid in selecting media.

I. Identify and arrange for use of community resources compatible with curricular needs.

J. Maintain an up-to-date media collection by periodically screening out obsolete items.

K. Respond to censorship attempts by using the Citizen's Request for Reconsideration of Media form, the school's Collection Development Policy, the Media Advisory Committee and the South Dakota Library Association's **Intellectual Freedom Manual**.

III. Technical Processes

The ability to establish and carry out procedures for effective and efficient acquisition, cataloging, processing, accessioning, and maintaining equipment and materials. A school library media specialist will be able to:

A. Coordinate the acquisition process for materials, equipment, and media supplies.

B. Establish policies and implement procedures for classifying, cataloging, and processing all school-owned media, information files, and community resources.

C. Organize and maintain a current catalog and shelflist for all school-owned media.

D. Select and/or design appropriate media circulation systems.

E. Establish, implement, and evaluate circulation policies based on needs of users.

F. Ensure accessibility of all types of materials and accompanying equipment through appropriate housing.

G. Plan and manage effective procedures for equipment maintenance.

H. Implement procedures for ongoing inventory of materials, and equipment.

I. Train, supervise and evaluate clerical or technical personnel, volunteers, and student assistants in relation to the effective use of their time and talents.

IV. Human Relations

The ability to initiate interaction with students, staff, administration, and/or the general public for purpose of interpreting, promoting, and expanding the media program. A school library media specialist will be able to:

A. Maintain professional resources for teachers, informing them about new materials, and involving them in purchasing decisions.

B. Interpret school media programs to administrators, school boards, and members of the public.

C. Provide for regular communication between media center personnel and other users.

D. Plan and conduct staff development activities to develop media competencies of instructional staff.

E. Apply appropriate interaction skills for relating to students and teachers.

F. Plan and implement strategies for positive public relations.

V. Knowledge of Learning and Students

The ability to recognize and provide for the variety of learning styles in students using instructional design when writing specific learning objectives. A school library media specialist will be able to:

A. Ensure that the evaluation and selection process provides curriculum related media appropriate to the varying abilities, interests, attitudes, and needs of users.

B. Assist teachers and students in identifying, obtaining, and producing media based on abilities, interests, curricular needs, and learning styles.

C. Instruct and supervise students and teachers in instructional design to produce media for specific learning objectives.

D. Use the basic principles of instructional design to produce media for specific learning objectives.

E. Assist students in identifying concepts presented in media and with interpreting and organizing information.

F. Plan, conduct, and evaluate a literary appreciation program which includes guidance in reading, listening, and viewing experiences.

G. Participate in the curriculum development process to establish learning objectives and recommend appropriate media to accomplish these objectives.

H. Integrate the library media resources into special education programs within the school including remedial and gifted programs.

VI. Professional Growth

The ability to remain current concerning new trends and pertinent information in the school library media field. A school library media specialist will be able to:

A. Assess new technology for possible educational applications.

B. Ensure professional growth by participation in local workshops and continuing education programs (at least 2 per year).

C. Participate in local, state, and national library media and education-related professional organizations. Attend the South Dakota Library Association, South Dakota Education Association, and the Technology in Education conferences annually.

D. Build awareness of new developments in school library media programs through reading professional literature.

E. Understand provisions of the Copyright Law. (See page 31.)

SCHOOL LIBRARY MEDIA TECHNICIAN

QUALIFICATIONS OF LIBRARY MEDIA TECHNICIAN

Persons applying for a library media technician position should be high school graduates, and have some training at an undergraduate technical institute. Beneficial work experience might include media production, equipment maintenance, and use of media in an educational setting.

JOB DESCRIPTION:

I. Human Relations

The ability to interact effectively with students, staff, and others who use the library media center. The school library media technician will be able to:

A. Demonstrate empathy and understanding when communicating with students and other library users.

B. Assist in supervising the activities of students who are working in the library media center.

C. Supervise student use of audiovisual and production equipment.

D. Assist students as they use library media resources.

E. Assist library media specialist in teaching library media skills.

II. Equipment management

The ability to provide technical services for the school library media center. The school library media technician will be able to:

A. Schedule use and distribution of audiovisual equipment and media.

B. Perform minor repairs and routine maintenance on all audiovisual equipment.

C. Determine when major repairs are necessary and handle this activity according to district procedures.

D. Instruct students, teachers, and others in the proper use of audiovisual equipment.

E. Maintain cumulative records of repair and condition of equipment.

F. Supervise the use of specialized equipment, such as television, video taping equipment, photographic lab, computer lab, etc.

III. Production

The ability to perform specialized operations for the school library media center. The school library media technician will be able to:

A. Produce instructional materials for specific needs.

B. Involve and help students and teachers with production techniques when making their own tapes, slides, transparencies, charts, etc.

C. Operate lettering and drawing devices.

D. Produce displays and announcements about the library media center and its programs.

E. Adapt commercial materials and equipment to meet special needs.

F. Arrange opportunities for students or teachers to preview audiovisual materials.

SCHOOL LIBRARY MEDIA AIDE (CLERICAL)

QUALIFICATIONS FOR LIBRARY MEDIA AIDE

Persons applying for a library media aide position should be high school graduates, have some technical institute training and/or experience in secretarial and basic business operations.

JOB DESCRIPTION:

I. Human Relations

The ability to interact effectively with students, staff, and others who use the library media center. The library media aide will be able to:

A. Demonstrate empathy and understanding when communicating with students and other library users.

B. Assist in supervising the activities of students who are working in the library media center.

C. Assist students as they use books, periodicals and other media resources.

D. Assist library media specialist in promoting library usage.

II. Clerical Management

The ability to fulfill routine clerical operations of a school library media center under the direction of a professional while supervising student assistants and volunteers. The school library media aide will be able to:

A. Train and supervise student assistants and volunteers.

B. Type, file, and route incoming and outgoing mail.

C. Post receipt of periodicals, newspapers, etc.

D. Type notices, requisitions, bulletins, etc. concerning the school library media center.

E. Control ordering, inventory and maintenance of supplies.

F. Check shelflist and other aids for duplication.

G. Maintain selection aids for finding new materials.

H. Prepare and file shelflist and catalog cards.

I. Help to adapt commercial catalog cards, if used, for local use.

J. Compile and revise media catalogs, whether book, computerized, etc.

K. Process and maintain pamphlet, map, and picture files.

L. Assist in preparation of bibliographies.

M. Compile data needed for monthly and annual reports, district and state reports (for example, circulation statistics).

N. Maintain records for media withdrawn from the collection.

O. Maintain media inventory records.

P. Assist in the inventory.

STUDENT ASSISTANTS

Students from grades 3-12 may be interested in and qualified to work in the library media center. The number of student assistants will, in part, be determined by the size of the library and school, the library's goals and objectives, and the tasks to be accomplished. Two important cautions, do not exploit workers; and do not allow administrators to view them as replacements for paid adult clerical assistants. Schedule students in order to make the best use of their time, talents, and interests to the benefit of both the students and the library.

I. Methods of Recruitment

A. Select volunteers from study halls.

B. Ask for volunteers from general student body.

C. Have interested students sign up during registration.

D. Appoint room librarians in elementary grades (i.e., start'em early!).

E. Place announcements in school bulletin.

F. Ask experienced aides to recommend others.

G. Ask student council to select a library service committee.

H. Consult guidance counselor and teachers - look for students with a need for recognition or an opportunity to be involved in the school.

I. Use application forms and have interviews like a "real" job. Stress practical experience.

J. Schedule new freshmen with good academic records to work in library before school starts. Write the student a letter explaining that he/she was chosen because of his good standing. Students and parents see it as an honor.

II. Characteristics of good student aids

A. Responsible, trustworthy, interested in the work.

B. Has good grades.

C. Has good attendance record.

D. Respectful attitude toward library, enjoys reading, and is knowledgeable about books.

E. Relates to other students and staff with empathy and understanding.

F. Has time available to work in library.

G. Has good work habits, including a logical organized approach to tasks.
H. Has legible handwriting.

III. Suggested duties for primary level assistants

A. Shelve "easy" books.

B. Simple housekeeping chores.

C. Run errands.

D. Room librarian: straighten books in room, carry books and materials back to library, carry messages and notices between classroom and library, etc.

IV. Suggested duties for intermediate and secondary level assistants

A. Check material out and in.

B. Shelve books.

C. Read shelves.

D. Prepare overdue notices.

E. Schedule AV equipment.

F. Set up and operate AV equipment.

G. Check new magazines in.

H. Maintain magazine display racks and backfiles.

I. Type correspondence and book cards.

J. Process new material.

K. Repair books and other materials.

L. Use card sorter to arrange cards numerically, alphabetically, etc.

M. File cards above the rod in shelflist and card catalog.

N. Special typing assignments.

O. Help to evaluate material being considered for purchase.

P. Maintain vertical file.

Q. Maintain community resource file.

R. Maintain vendor catalog file.

S. Photocopy contents tables of professional periodicals for teachers.

T. Design/prepare bulletin boards and displays.

U. Participate in storytelling and puppet shows for younger students.

V. Design bookmarks.

W. Assist in preparation of instructional material (games, transparencies, etc.).

X. Assemble material for reserve or classroom use.

Y. Monitor library before or after school.

Z. Assist with inventory.

AA. Assist with book fairs or other special activities.

BB. Help other students locate material.

CC. Prepare simple bibliographies.

DD. Act as liaison student between library and classrooms.

Chapter 24:08:05

APPENDIX A

MODEL CRITERIA AND EVALUATION INSTRUMENTS

CLASSROOM TEACHERS AND OTHER TEACHING SPECIALISTS

SCHOOL COUNSELORS

[SCHOOL LIBRARIANS]

One copy of this form shall be kept on file for every evaluation period. The job description of the educator should be considered during the evaluation process. Comments discussing the reasons for the rating shall be given in writing. This evaluation is based on formal observation(s) on the following dates:_____

STATE OF SOUTH DAKOTA
PROFESSIONAL PRACTICES AND STANDARDS COMMISSION

EVALUATION INSTRUMENT - SCHOOL LIBRARIANS

EVALUATION OF _____

DATE _____

13-43-26. Official teacher evaluation policy - Adoption by school boards. Each school board shall adopt official standards, criteria and procedures for the evaluation of the professional performance of members of the teaching profession employed in the school district. A copy of the school board's official evaluation policy shall be forwarded to the Division of Education.

The school board, in its policies, shall address the following:

(1) The purpose of the evaluations;
(2) The frequency of the evaluations;
(3) The procedure to be used in making the evaluations;
(4) The areas subject to evaluation; and
(5) The use of the results of the evaluations.

If a school board has failed to adopt and file its official evaluation policy consistent with this section, the evaluation policy promulgated by the commission shall be the school board's policy.

KEY:

O - Outstanding	Meeting the highest level of performance of the district standards.
S - Satisfactory	Meeting or exceeding the district standards of performance.
NI - Needs Improvement	Meeting the district standards for continued employment, but performance requires correction of deficiencies.
U - Unsatisfactory	Not meeting the district standards for continued employment.

Revised through April 27, 1989

I. INTERPERSONAL SKILLS

	EXPECTATIONS			
	O	S	NI	U
A. Demonstrates communication skills.	____	____	____	____
B. Demonstrates ethnic awareness.	____	____	____	____
C. Makes frequent personal contacts with the faculty to ensure the media center is meeting the teachers' needs.	____	____	____	____
D. Maintains rapport with students, teachers, counselors, administrators, and parents.	____	____	____	____
E. Recognizes each pupil's emotional and social needs.	____	____	____	____
F. Demonstrates fairness and consistency.	____	____	____	____

COMMENTS: _____

II. MEDIA CENTER MANAGEMENT

	EXPECTATIONS			
	O	S	NI	U
A. Directs the library staff.	____	____	____	____
B. Organizes the selection, purchase and circulation of materials and equipment to provide for effective and efficient service.	____	____	____	____
C. Sustains orderly and appropriate conduct of students using the center.	____	____	____	____

COMMENTS: _____

III. INSTRUCTIONAL SKILLS

	EXPECTATIONS			
	O	S	NI	U
A. Provides students with the information tools they will need to find, use and evaluate information.	____	____	____	____
	____	____	____	____
B. Promotes the library-media program.	____	____	____	____
	____	____	____	____
C. Recognizes, plans and provides for unique needs of students.	____	____	____	____
	____	____	____	____

COMMENTS: _____

IV. CURRICULUM COORDINATION WITH TEACHING STAFF

	EXPECTATIONS			
	O	S	NI	U
A. Coordinates the library-media program with curriculum.	____	____	____	____
	____	____	____	____
B. Provides resources and assistance to staff.	____	____	____	____
	____	____	____	____

COMMENTS: _____

V. PROFESSIONAL GROWTH

	EXPECTATIONS			
	O	S	NI	U
A. Continues efforts toward professional improvement.	___	___	___	___
B. Shares and seeks knowledge willingly.	___	___	___	___

COMMENTS: _____

VI. EMPLOYMENT RECOMMENDATION

(to be checked if this is the final evaluation of the contract period)

___ A. Recommended for continued employment.

___ B. Recommended for continued employment with conditions.

___ C. Not recommended for continued employment.

If "Recommended for continued employment with conditions" is checked, evaluator must state what assistance for improving deficiencies will be provided.

If "Not recommended for continued employment" is checked, evaluator must state what assistance for improving deficiencies has been provided, and also must provide notice in accordance to and compliance with all provisions of SDCL 13-43-9.1.

VII. STATEMENT BY EVALUATOR
(Attach additional pages if necessary)

VIII. STATEMENT BY EVALUATEE
(Attach additional pages if necessary)

SIGNED: _____ POSITION: _____
EVALUATOR DATE

Signing does not imply agreement by the evaluatee to the evaluation, but only indicates that a conference was held and the above discussed.

SIGNED: _____
EVALUATEE DATE

Revised through April 27, 1989

OBSERVATION RECORD

(one copy should be completed for each formal observation)

NAME_____ DATE_____ Time In_____
Time Out_____

SUBJECT AREA_____ EVALUATOR_____

Preobservation conference notes:

Activities observed:

Revised through April 27, 1989

EVALUATOR'S comments or suggestions on activities observed:

EVALUATEE'S response:

___ Requests additional observations with mutual agreement as to the
___ number of such observations.

___ Requests the joint setting of instructional goals.

___ Requests the confidential assistance of other willing educators
___ mutually agreed upon by the evaluatee and the evaluator in correcting the deficiencies.

___ Requests no remediation.

COMMENTS:

Postobservation conference notes to include plan of assistance, if needed.

Signing shall not imply agreement by the evaluatee to the evaluation, but merely indicates that a conference was held and the above discussed.

Signed_____ DATE_____
EVALUATEE

Signed_____ DATE_____
EVALUATOR

Revised through April 27, 1989

Budget

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IV. BUDGET

In this section you will find two items related to the library media center budget. The first is a compilation of average prices for various library media materials compiled from the **Bowker Annual** and Publisher's Weekly. These prices may seem rather high in some instances, but bear in mind that they are national averages based on the entire realm of published materials in each given year. Information to update this page can be obtained from the State Library on an annual basis.

The second item is a summary of budget recommendations for library media materials from the American Library Association, North Central Association of Colleges and Schools, and the South Dakota Division of Education.

The following types of materials are commonly purchased from library budgets: books, periodicals, encyclopedias and reference materials, nonprint materials, audiovisual equipment, and materials for a professional collection for teachers. Materials purchased for general classroom use should be billed to classroom rather than library accounts. The library media center may assist in selecting these materials, but as long as their primary use is for classroom instruction, they should be purchased from those accounts.

Library media centers in South Dakota tend to be very print-oriented. In some cases there is no involvement at all with nonprint materials. The library media center should be directly involved in the selection, acquisition, cataloging, and utilization of multimedia resources. This includes processes related to purchasing these items. Prices for nonprint materials tend to be much higher than for printed items; school library media budgets need to be adjusted accordingly so that these collections can be developed and improved.

AVERAGE PRICES FOR LIBRARY/MEDIA MATERIALS

ITEM	1983	1984	1985	1986	1987	1988	1989	1990
Books:								
Hardcover:	$31.19	$30.00	$31.36	$32.43	$36.28			
Hardcover; excluding all vol. priced at $81 or more:	$24.15	$24.66	$26.57	$27.15	$28.96			
Trade paperbacks:	$11.79	$13.86	$13.98	$14.86	$14.55			
Mass market paperbacks:	$3.13	$3.41	$3.63	$3.86	$4.00			
Periodicals:	$50.23	$54.97	$59.70	$65.00	$71.41			
Childrens periodicals:	$11.49	$12.21	$13.31	$13.76	$15.19			
Filmstrip:	$28.60	$33.04	$32.41	$34.13	$39.49			
Filmstrip/cassette kit:	$79.57	$85.76	$83.50	$85.33	$112.15			
Cassette recording:	$11.23	$9.99	$8.99	$10.61	$8.50			
Video cassette(recorded):	$320.16	$333.38	$333.94	$274.54	$240.16			
Per minute:	$11.04	$8.44	$10.24	$7.44	$6.79			
16mm film:	$423.87	$470.65	$475.07	$507.19	$515.78			

Sources: **Bowker Annual**, Publisher's Weekly

BUDGET RECOMMENDATIONS

Minimum budget recommendations from the American Library Association, the North Central Association of Colleges and Schools, and the South Dakota Department of Education and Cultural Affairs are as follows:

AMERICAN LIBRARY ASSOCIATION

According to **Information Power**, the following factors should be considered in budget planning:

- changes in the kind and number of users served;
- resources and service adaptations required for specialized populations such as disabled, gifted, minority, or immigrant students;
- curriculum or instructional changes;
- characteristics of the collection, such as attrition by weeding, loss, and date;
- general aging of the collection and equipment due to inadequate replacement;
- increased costs of materials and equipment due to inflation; and
- changes in services due to new technology, such as database searching or television distribution systems. (page 50)

Appendix B of **Information Power** (pages 124-130) provides three formulas to assist local librarians in calculating their budget.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS (1987)

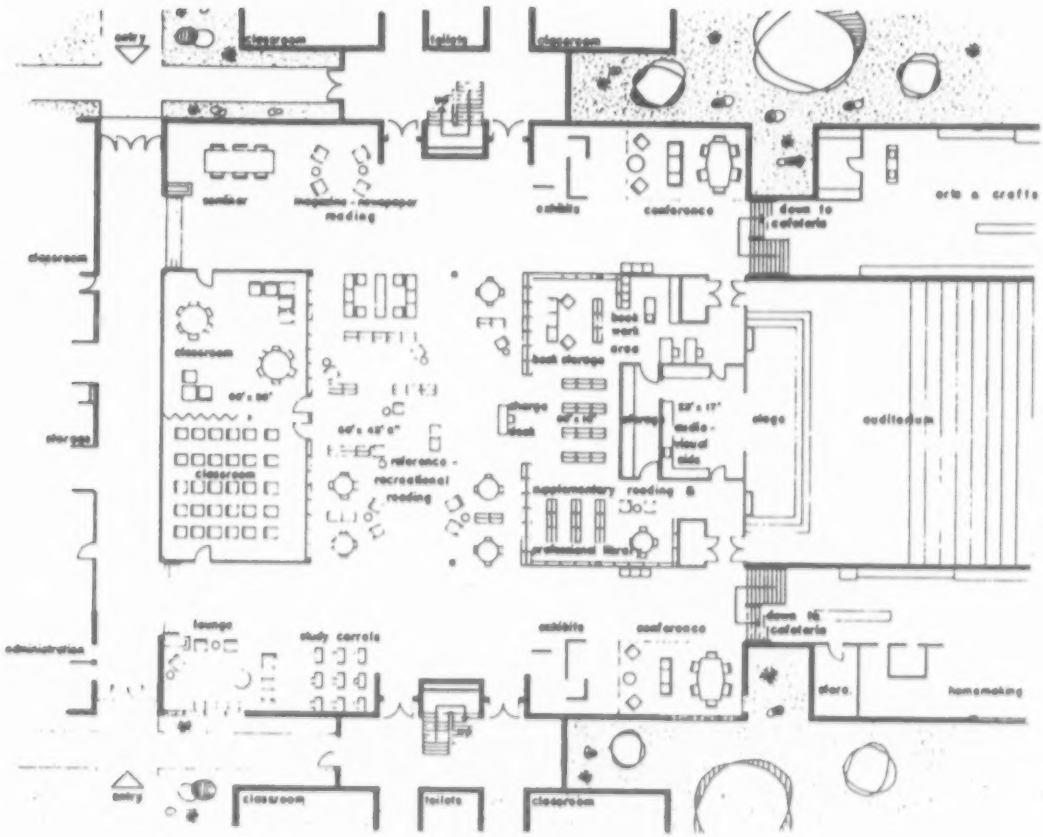
"....The annual expenditure for books, magazines, and the rental and purchase of audiovisual materials (exclusive of textbooks and equipment) shall be: ..."

Enrollment	Expenditure
Fewer than 500 students	$6.00 per student
From 500 to 999 students	$3,000 for the first 500 students plus $4.00 per student above 500
From 1,000 to 1,999 students	$5,000 for the first 1,000 students plus $3.50 per student above 1,000
Over 2,000 students	$8,500 for the first 2,000 students plus $2.50 per student over 2,000

SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS

ARSD 24:03:07:04.01 which formerly set minimum expenditures for library media materials has been superseded by legislation. The Code Commission Note on this rule reads as follows:

"This rule, which required minimum expenditures for books, magazines, and audiovisual materials effective July 1, 1981, was suspended by the interim rules review committee by resolution of suspension filed with the Secretary of State on August 15, 1979. The amendment of SDCL 13-1-31 by the 1980 Legislature removed the authority of the state board of education to require minimum library expenditures".



Facilities

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V. FACILITIES

RECOMMENDATIONS ON LIBRARY FURNISHINGS

Furniture should be from a reputable library manufacturer, or might be constructed by local builders. The same high standards of quality should be applied to the building materials used by local contractors as are used by manufacturers. Additional information on writing specifications can be obtained from the office of the School Library/Media Coordinator at the State Library. General guidelines for various types of furniture include:

Shelving: Factors to consider: Size of collection, library media formats, method of housing collection (for example, is print and nonprint intershelved?)

Shelving should: Be ADJUSTABLE and have back and end panels

Depth of shelving: Standard - 8-10 inches
Oversized (including picture books) - 10-15 inches

Width of sections on centers: 3 feet

Thickness of shelves: Approximately 1 inch

Height of section: Base - 4-6 inches
Total height of unit: Elementary library - 5-6 ft.
Junior High - 6 ft.
Secondary - 6-7 ft.
Counter sections - 42 inches

The height of shelving should be appropriate for the ages of users.

Type of Material	Shelf Capacity when full (est.)	Depth	Height
Average standard books	30 per 3 ft. shelf	8-10 in.	5-6 ft. elem. 7 ft. secondary
Reference books	18 per 3 ft. shelf	10-12 in.	same as above or 42" counter
Picture books**	60 per 3 ft. shelf	12 in.	42"
Periodicals		12-14 in. (straight) 16 in. (slanting)	42" or 5-7 ft.

** each 3 ft. shelf should have 1/4" upright dividers spaced 6-9 inches apart.

Shelves should be no more than 2/3 full.

Total shelf capacity depends on the size of the collection plus anticipated expansion.

Placement of shelving: Space between stacks should be a minimum of 36 inches.

Windows should be at least 45" from floor to allow for 42" counter shelves.

Carrels, tables and chairs

	Height	Depth	Width
Carrels (single)	25-27" elementary 27-29" secondary	24" elementary 24" secondary	36" elementary 36" secondary
Tables (rectangular)	25-27" elementary 27-29" secondary	60-72" elementary 60-72" secondary	36" elementary 36" secondary
Tables (round)	(same as above)		48" diameter.
Chairs	14-16" elementary 16-18" secondary		

Carrels are best used for individual reading, listening, and viewing. They are available in a wide variety of styles and formats to fill the needs of individual libraries. Carrels that have electrical hookups are referred to as "wet", those without any electrical outlets are called "dry" carrels.

The following factors should be considered wher selecting tables: their aesthetic appeal, the amount of usable work spa.e, and the work height should be appropriate for the age level using them.

Chairs should be comfortable for the work height of the tables or carrels they are used with.

Specialized furniture and equipment:

1. Card catalog and shelflist cabinets should be purchased in add-on units. The height should be below eye level of the average user. The estimated capacity of an average drawer is 1,000 cards.

2. Atlas stands may be 44" high for secondary schools (lower for elementary students).

3. The circulation desk should be large enough to accommodate charge out, circulation file storage, and check in functions, as well as work space to accommodate the unique activities of this service. Additional space and/or electrical power may be needed at the circulation desk to support an automated circulation system. The height of the desk should be lower for elementary students. (The librarian's desk should not serve double duty as a circulation desk!)

4. Legal size filing cabinets provide easily accessible storage for vertical file materials, transparencies, etc.

5. Index and reference tables are available in many sizes and designs. The size of index tables will be determined by the size and number of the materials to be stored on them.

6. It is impossible to make recommendations for equipment to store nonprint materials, since there is no standardization in this part of the industry. Libraries should make a careful study of their present and future needs before purchasing this type of equipment.

7. Furniture to be found in the production area include the following essentials: work, drawing, and typewriter tables, as well as lots of storage space including cabinets and shallow drawers for flat items.

8. Revolving table-top dictionary stands are often more effective than stationary models, but there must be sufficient counter or table space available (i.e. don't put a dictionary stand in the middle of the only table in the library!)

9. Other furniture and equipment that should be available in sufficient quantities to meet program needs:

   book trucks
   newspaper racks
   copying machine (coin operated)
   step stools
   posture chairs for staff
   exhibit cases
   electric typewriter (with built-in correction capability)
   telephone (with touch tone line and modular jack)
   microcomputer and modem
   computer tables and/or carts
   anti-static floor mats for computer and video areas

10. Signs should be displayed where appropriate to assist patrons in using the library media center.

11. The library media center should be arranged in a logical order.

12. Consider the purchase of security equipment if appropriate and needed. Generally, an annual loss-rate of 2-3% is sufficient to begin consideration of a security system.

13. The library media center should be accessible to the handicapped. Consider utility for handicapped users when selecting tables, carrels and other furnishings.

14. The electrical wiring and telephone system should support new technology such a microcomputers, modems, optical storage devices, searching of external databases etc.

Services

VI. SERVICES OF THE LIBRARY MEDIA CENTER

Library services should be available to every child and every staff person in every attendance center on a daily basis.

1. Services to students should include:

   (a) circulation of print and non-print materials;

   (b) a flexible library media center schedule to accommodate all students in the attendance center;

   (c) access to materials from other libraries when unavailable in the attendance center library media center;

   (d) a community resource file;

   (e) materials suitable to student interest, abilities, and level of maturity;

   (f) prompt assistance in locating answers to questions, completing assignments, or selecting materials related to their interests or needs;

   (g) an organized and sequential program for teaching information skills;

   (h) a handbook of services;

   (i) a well balanced collection appropriate to and supportive of the school's curriculum;

   (j) computer access to databases outside the district.

2. Services to staff should include:

   (a) access to up-to-date print and non-print curriculum, reference and professional materials;

   (b) a flexible library media center schedule to accommodate administration and faculty;

   (c) access to materials from other libraries when unavailable in the local library media center;

   (d) materials, equipment and facilities which are available for staff development programs, faculty meetings, curriculum planning;

   (e) provision for maintenance and repair of library media equipment;

   (f) information of new acquisitions in their areas of interest;

   (g) a community resource file;

(h) assistance in the selection and evaluation of instructional materials;

(i) bibliographies compiled upon request;

(j) materials put on reserve on request;

(k) prompt assistance in locating answers to questions or the selection of materials related to their interests or needs;

(l) training provided on operation and care of equipment;

(m) assistance provided as requested for production of instructional materials.

(n) computer access to databases outside the district.

3. Services to the public should include:

(a) facilities and equipment is available for use by organizations;

(b) displays, exhibits, and media releases publicizing new materials and services;

(c) notifying other community librarians of class projects.

THE LIBRARY MEDIA SPECIALIST AND CURRICULUM DEVELOPMENT

Through a process called curriculum development, districts identify educational goals, determine what will be taught, and what will be expected of learners. Library media specialists should be active members of building and/or district curriculum development teams. This involvement allows the librarian an opportunity to advise staff on the selection, use and evaluation of specific media and services of the library media center as they relate to specific objectives or content of the curriculum. It also ensures that information skills will be included in academic subject areas where appropriate.

As an instructional consultant, the library media specialist does the following:

- participates in building, district, department, and grade-level curriculum development and assessment projects on a regular basis.

- offers teachers assistance in using information resources, acquiring and evaluating instructional materials, and incorporating information skills into the classroom curriculum.

- use a systematic instructional development process in working with teachers to improve instructional activities.

- provide leadership in the assessment, evaluation, and implementation of information and instructional technologies.

(From: **Information Power**, page 35, 39.)

THE LIBRARY MEDIA CENTER AND THE EXCEPTIONAL CHILD

There are many kinds of exceptional children. Some may have a physical handicap; or an aural or visual impairment. Others may be mentally retarded or emotionally disturbed. Still others may be considered gifted and talented. This section will deal with ways in which the library can effectively serve these special students. Most importantly the librarian should work with other staff to implement the student's IEP (individual education program).

Physically disabled students:

1. Provide equipment that is easy to operate. Look for items with a number of automatic features.
2. Consider weight of materials. For example, paperback books are much lighter than hardbound volumes.
3. Ensure physical access to library media center.

Visually impaired students:

1. Place emphasis on materials available in auditory and tactile formats, (braille, large print, talking books, models and realia, etc.).
2. Keep aware of new developments in technology such as variable speed tape records, condensed speech, and twin vision books (braille and standard print), for example.
3. Have magnifiers and special projection devices available for partially sighted individuals.
4. Young children with visual impairments need picture books with good figure/ground discrimination and well outlined figures.
5. Use the services of the Handicapped Library at the South Dakota State Library.

Hearing impaired students:

1. Place emphasis on visual medium.
2. These students may need high interest/low vocabulary books due to their delayed language development.
3. Consider projectors that can be used in a fully or partially lighted room so students can read lips or signing.
4. Provide access to captioned films and filmstrips.

Mentally retarded students:

1. Select materials that develop concepts in a logical sequence, have no distracting parts, and have repetitive characteristics.
2. High interest/low ability and multimedia materials are often effective.

Emotionally disturbed students:

1. These students need much more individualized instruction and attention.
2. Books can be an effective part of a therapeutic program.
3. Multimedia materials can also be effective with these students.

Learning disabled students:

1. Offer more than just books.
2. Provide hands-on displays and exhibits that are visually attractive.
3. Offer space for a variety of activities (conversation area, listening to music, puzzle/game area, study carrels, etc.).
4. The library media center should have a "welcome" feeling.
5. Give individual assistance and instruction in using the library media center.
6. Provide supervised practice in using equipment.
7. Advise faculty on lower reading level texts and related material.
8. Books for these students should be of a standard size and binding; they should not have a flimsy "easy reader" look.
9. Materials for learning disabled students might include: high interest/easy reading books and magazines, newspapers, sound filmstrips, films, audiotapes (if accompanied by visuals), slides and transparencies, realia, posters, maps, globes, typewriters, calculators, tape recorders, etc.

Evaluative criteria for high interest/low vocabulary books (especially for teens):

- appearance suitable for teens?
- do photos reflect content of book accurately?
- are illustrations a substitute for characterizations? Could the book stand alone without them?
- is the type set in regular sentence and paragraph arrangement?
- current topic? teen appeal?
- can teens identify with premise?
- does it cover the subject in enough depth to stimulate interest to read more?
- does it deliver what it promises?
- is the story censored?
- if a biography, is it realistic, have any important facts been omitted?
- is the tone condescending, overly juvenile, preachy, patronizing?
- is the publisher's reading level designation correct?
- is it READABLE? by a teen who is reading disabled?

Selecting high/lows for individual readers:

1. Content is appropriate and relevant to interests and needs of individual.
2. The level of content difficulty is different from the level of reading difficulty.
3. The cognitive skill required to comprehend text should be within the competency of the reader.
4. Most of the vocabulary should be within the oral language of reader or within his range of decoding skill.
5. The text is appealing and interesting in appearance (age appropriate format).
6. Take into account the reader's knowledge of syntactic patterns.
   Example: The house that Jack built is on Main Street.
   Jack built the house on Main Street.

High/low resource:
High/Low Handbook; Books Materials and Services for the Problem Reader, 2d ed. New York, Bowker, 1985.

Gifted and talented students:

It is very important that the librarian and library media center be directly involved in the planning process for the development of a gifted program.

Gifted students may exhibit one or more of the following behaviors:

1. a voracious appetite for literary matter;
2. extraordinary reading proficiency;
3. preference for adult titles, or the opposite, preference for material far below their aptitude;
4. possibly a complete rejection of literature;
5. highly specific preferences that are too restrictive; and
6. have idiosyncratic criteria for judging reading matter.

These children need assistance in selecting material that will provide the proper stimulation. Only the library can hope to supply the variety that is needed.

The role of the library and librarian:

1. The message conveyed to all children should be: "You are welcome here; we're glad you came".
2. The exceptional child may or may not know that he is different from his peers. The librarian can work with the child in a nonthreatening helpful role.
3. The librarian can help to construct and implement an instructional program that meets each child's special needs.
4. The librarian can draw on outside resources for assistance if needed.
5. The special child may have social, cultural and intellectual gaps in his/her body of knowledge. The library has the potential to fill some of these gaps.
6. As a multimedia resource center, the library can provide the variety that is necessary to deal with a range of curricular subjects, and is adaptable to the child's special learning requirements.
7. The librarian can set a behavioral example of acceptance for the special child, and can work to expand the understanding of nonhandicapped students.
8. The library will attempt to provide programs that all students can participate in.
9. The library should be free of architectural barriers.
10. The library procedures should be set up so that it is apparent that the library includes <u>everyone</u>. This is of the utmost importance.

For additional suggestions on serving the exceptional child, please refer to:

Baskin, Barbara Holland. **The Special Child in the Library**. Chicago, American Library Association, 1976.

Dequin, Henry C. **Librarians Serving Disabled Children and Young People**. Littleton, CO, Libraries Unlimited, Inc., 1983.

Baskin, Barbara H. and Harris, Karen H., eds. **The Mainstreamed Library; Issues, Ideas, Innovations**. Chicago, American Library Association, 1982.

Lucas, Linda, and Karrenbrock, Marilyn H. **The Disabled Child in the Library**. Littleton, CO, Libraries Unlimited, 1983.

Lucas, Linda, ed. **Library Services to Developmentally Disabled Children and Adults.** Chicago, American Library Association, 1982.

Petrie, Joyce. **Mainstreaming in the Media Center.** Phoenix, AZ, Oryx Press, 1982.

THE LIBRARY MEDIA SPECIALIST AND TEACHER ASSISTANCE TEAMS

The purpose of a Teacher Assistance Team (TAT) is to assist classroom teachers in coping with learning and/or behavior problems of students in their class, and to assist them in implementing classroom modifications prior to referring a student for special education evaluation.

Members of each building's TAT should include:

- Principal (or designee)
- Special education teacher
- Classroom teacher(s)
- Others that may be appointed

TAT members should have:

- Classroom experience;
- Knowledge of curriculum and materials;
- Interest and ability in assessing learning and behavior problems;
- A supportive personality;
- Ability to communicate with students, parents, and staff; and
- Interest and ability to help other teachers.
- A commitment to confidentiality

As "resource people", librarians may wish to explore serving on a TAT as a way to demonstrate their interest and involvement in the school's total educational program.

For additional information, see: **Guidelines for Implementing Teacher Assistance Teams**. Pierre, Division of Education, 1987.

PUBLIC RELATIONS FOR THE SCHOOL LIBRARY MEDIA CENTER

A public relations program is important for every school library. Some questions to ask when evaluating the image of your library include:

1. Is the library media center easy to find? Are there signs that identify and direct the user to it? How does it look on the outside? Is it attractive and inviting? Are there any physical barriers to entry?

2. What kind of atmosphere is communicated by the physical space and arrangement inside the library? Is it comfortable, attractive, businesslike, friendly, cold, warm, helpful, etc.?

3. What is the appearance of the books and materials? Are they attractive? Are they displayed invitingly? Compare your library displays with bookstore displays. Are there any special exhibits of art, student projects, plants, etc.?

4. How do you communicate with your users? Do you smile, use eye contact and other nonverbal signals to convey the message "I'm here to help you!"? What does your tone of voice convey? Does your sense of humor help to get you through difficult situations? Do you show interest, courtesy, and empathy to users?

5. Are your library rules: few in number, clear, reasonable, well publicized? Do you have a written policy manual? Is it current?

6. Do you plan for public relations activities? Do you advertise materials and services with students, teachers, administrators, and the public? Do you use innovative methods for advertising - including posters, bulletin boards, contests, PA system promotions, open houses, etc.?

7. Do you design library programs with creativity and humor that entice people to visit the library?

8. Does the library operate on a flexible schedule?

9. Do you attend departmental and curriculum meetings? Do you serve on curriculum committees, etc.?

10. Do you provide inservice training or workshops for faculty and administration? Are you patient and gently persistent with faculty and administration who do not use the library?

11. Do you anticipate future library needs by knowing the curriculum, teachers, and students?

12. Do you read professional literature voraciously (yours and everyone else's)? Do you serve as a source and innovator of new ideas?

13. Do you work cooperatively with the public library?

14. Finally, do you take advantage of every opportunity to be seen and heard?

Special events to promote the library media center include (but are not limited to) the following:

1. Delivering booktalks in classrooms.
2. Writing a review column in school or community newspaper.
3. Sponsoring a bookfair.
4. Have students enter a "Write your own book" contest.
5. Childrens Book Week (November).
6. National Library Week (April).
7. School Library Media Month (April).
8. Prairie Pasque Award.
9. Supporting the local summer reading program.
10. Holding an Author Day or teleconference with an author.
11. American Education Week (November).
12. Have a display in a prominent location during Parent Teacher Conferences.

Recent "Write your own book" contests have included the following:

1. Raintree's publish-a-book contest
   Publish-a-book contest
   Raintree Publishers Inc.
   310 W. Wisconsin Avenue
   Milwaukee, WI 53203

2. Written and illustrated by . . . Contest
   Landmark Editions, Inc.
   P.O. Box 4469
   Kansas City, MO 64127

3. Avon/Flare Novel Competition
   Avon Books
   1790 Broadway, Room 1204
   New York, NY 10019

Please consult the latest edition of **Market Guide for Young Writers** (Belvidere, NJ, Shoe Tree Press) for additional information.

COMMUNITY RESOURCE FILE

Begin developing a community resource file by identifying speakers or groups that have information to share on these subjects. Gather more comprehensive information by using the human resource questionnaire on the next page.

1. Study or field trips (industries, museums, etc.):

2. Local speakers (individuals or group representatives):

3. Television:

4. Publishers and writers:

5. Persons to interview (occupations, travelers, etc.):

6. Welfare and service organizations:

7. Service projects:

8. Field studies (housing, pollution, etc.):

9. Visual resources (pictures, realia, etc.):

10. Local current events (campaigns, drives):

11. Resources within the school (collections of material, teachers who have traveled, etc.):

12. Community recreational resources (parks, museums, etc.):

13. Other:

HUMAN RESOURCE QUESTIONNAIRE

Name:_____Phone (home):_____

Address_____Phone (work):_____

Countries or states lived in_____
travelled in_____

Hobbies/Interests: Do you have skills or interests in the following that you are willing to share? Please check:

Art_____	Literature_____	Photography_____
Dance_____	Magic_____	Puppetry_____
Drama_____	Mathematics_____	Travel_____
History_____	Music_____	Weaving_____
Language_____	Instrument_____	Other (list)_____
	Voice_____	

Do you have movies, slides, or samples of your area of interest that you would be willing to share? Yes_____ No_____ If yes, please describe:_____

_____

_____

Collections: Do you own any collections? Yes_____ No_____ Would you be willing to come in and talk about your collection? Yes_____ No_____ May students handle your collection? Yes_____ No_____Would you prefer to have your collection displayed in a locked case? Yes_____ No_____

Antiques_____	Dolls_____
Art works_____	Rocks_____
Coins_____	Science specimens, what kind?_____
Costumes_____	_____
Other (list)_____	_____

Occupation: Would you be willing to talk about your work or special career? Yes_____No_____ Could you help arrange a field trip to your place of employment? Yes_____ No_____

Aeronautics_____	Community service_____	Mathematics_____
Architecture_____	Construction_____	Medicine_____
Art_____	Education_____	Radio, TV_____
Biology_____	Engineering_____	Agriculture_____
Botany_____	History_____	Other_____
Clothing_____	Home Ec._____	_____

Thank you for your assistance. What would be the best time to contact you?

Time?_____What days?_____How far in advance?

_____

Thank you!

SCHOOL AND PUBLIC LIBRARY COOPERATION

The public librarian talks your language and is your best ally in the community. Good communication with that person is essential! Some suggestions for building school/public library cooperation include:

1. Identify the special resources in your community - educational, social, cultural, and recreational. Use these resources to meet the information needs of the community.

2. Develop a union list of serials and of your reference collections. Use the phone to request these materials from one another.

3. Exchange material. Borrow from and lend to one another. Perhaps the school library can lend part of its children's collection to the public library for summer reading. Develop and share your special collections.

4. Have a city-wide or county-wide "library card" allowing borrowers to use material found in any library in the jurisdiction.

5. Keep track of term papers and other large school assignments and inform the public library in advance of such assignments. Keep the public library informed of curriculum changes. Plan a joint attack on mass assignments.

6. Explore methods of providing longer hours of service in school libraries - especially important where there is little or no public library service.

7. Select materials jointly. Books and materials selection activities may be more pleasurable if shared with someone else.

8. Publicize programs and activities in each library.

9. Jointly sponsor summer reading programs and other large programs (visiting authors, exhibits, etc.).

10. Keep governing boards informed of joint cooperative activities and of new opportunities for cooperation. Stress the benefits of improved services to the youth of the community.

11. The opportunities for cooperation are only limited by the creativity and ingenuity of the librarians involved!

EVALUATION OF LIBRARY MEDIA CENTER AND SERVICES

The following statements and questions are intended to assist local staff as they consider areas that might receive attention when the plan for library development is being assembled. It is not intended to be comprehensive, but merely a catalyst to discussion at the local level.

The library media center:	Yes	No
- is centrally located within the school.	___	___
- is designed to appeal to the age of its users.	___	___
- is equipped with local temperature and humidity controls.	___	___
- is equipped with sufficient electrical outlets that are conveniently placed.	___	___
- has sufficient shelving to house the collection and allow for growth. The shelving is adjustable and of appropriate size for the clientele of the library.	___	___
- has adequate storage space for equipment and supplies.	___	___
- has a telephone and microcomputer.	___	___
- has designated areas for:	___	___
reference	___	___
reading, listening, viewing	___	___
individual study	___	___
small group conference	___	___
circulation	___	___
office space for librarian	___	___
production/processing area	___	___
professional collection	___	___
storage for books	___	___
storage and display for magazines	___	___
storage of AV software	___	___
storage of equipment	___	___
- is accessible to the handicapped.	___	___
- has good directional signs.	___	___
- has a current written board-adopted policy for the selection of library media materials.	___	___
- has a collection of print and nonprint material of appropriate grade level that meets the personal interests and needs of students and staff.	___	___

	Yes	No
- the collection is kept current and up-to-date through a systematic program of selecting new material and removal of old or worn-out items.	____	____
- has an adequate budget to maintain and improve the collection and services in order to meet program objectives.	____	____
- has written long and short term goals for the library media program.	____	____
- is integrated with the school's instructional program.	____	____
- is part of a literature enrichment program.	____	____
- has a comprehensive program for information or library skills instruction.	____	____
- has a flexible schedule, allowing use by individuals, or small and large groups simultaneously.	____	____
- is open and staffed (by adults) throughout the school day, and at other times as needed.	____	____
- adheres to the copyright law. Has a written copyright policy adopted by the school board.	____	____
- works cooperatively with other libraries to provide access to information for all users.	____	____
- has a public relations program to inform users and the public about the program and its services.	____	____

How many students use the library media center:

daily_____%
weekly_____%
monthly_____%

How many teachers use the library media center:

daily_____%
weekly_____%
monthly_____%

What is the level of satisfaction for the collection? (Should be able to satisfy at least 75% of initial requests by students and teachers.)

_____%	_____%	_____%	_____%
Books	Magazines	Software	Equipment

Collection evaluation:

List the percentage of materials that are:

Copyright	Nonfiction	Fiction	Easy	Paperbacks	AV
before 1950	_____%	_____%	_____%	_____%	_____%
1951-1960	_____%	_____%	_____%	_____%	_____%
1961-1970	_____%	_____%	_____%	_____%	_____%
1971-1980	_____%	_____%	_____%	_____%	_____%
After 1981	_____%	_____%	_____%	_____%	_____%

How many items were weeded from the collection this year? _____

Reasons: _____poor physical condition
_____outdated
_____not used in last 5 years.

Subjects that cannot be found in the collection:

Subjects that need expanded coverage:

Will new services or programs (automation, mainstreaming etc.) require more staff time in the future?

Are current services staffed well enough to make them viable?

Do staff members have a job description that is reviewed annually? Is their performance evaluated on library-related criteria (distinct from classroom-related criteria)?

What is the ratio of the professional librarian's job description for the following:

_____%	_____%	_____%
Prof. library	Instructional	Clerical Duties

Is the librarian involved in the budget planning process?

Is the librarian permitted and encouraged to attend professional development programs including conferences and workshops related to library media?

Is planning time available for teachers and librarians to coordinate the teaching of information skills? Does the librarian serve on other curriculum committees?

May students and teachers produce learning materials in the library media center? How many formats? What level of quality?

_____only 1 format
_____2 formats, quick and dirty
_____2-3 formats, fair quality
_____3-4 formats, fair to good quality
_____over 5 formats, high quality

BIBLIOGRAPHY OF SELECTION TOOLS

Every available up-to-date resource should be employed in the process of selecting library media materials. Knowledge of the material is important; the library media specialist should rely on reputable guides such as those listed below. Preview and examination of all materials is recommended, but it is especially important when considering audiovisual and computer software.

I. PERIODICALS

Booklist
American Library Association
50 E. Huron Street
Chicago, IL 60611 — 23 issues/year

School Library Journal

R.R. Bowker, Subscription Department
P.O. Box 13706
Philadelphia, PA 19101 — 10/year

VOYA
(Voice of Youth Advocates)
Scarecrow Press
Dept. VOYA
52 Liberty St., Box 4167
Metuchen, NJ 08840 — 6/year

Horn Book Magazine

Circulation Department
Park Square Building
31 Street James Avenue
Boston, MA 02216 — 6/year

Science Books and Films

American Association for the Advancement of Science
1515 Massachusetts Avenue, NW
Washington, D.C. — 6/year

The Book Report

Linworth Publishing, Inc.
5701 N. High Street, Suite 1
Worthington, OH 43085 — 5/year

Library Talk

Linworth Publishing, Inc.
5701 N. High Street, Suite 1
Worthington, OH 43085 — 5/year

Kliatt

Young Adult Paperback Book Guide
425 Watertown Street
Newton, MA 02158 8/year

The general and specialized bibliographies are available for loan from the State Library.

II. GENERAL BIBLIOGRAPHIC TOOLS:

Children's Catalog. 15th ed. (and supplements) New York, H.W. Wilson, 1986.

The Elementary School Library Collection; A Guide to Books and Other Media, Phases 1-2-3. 16th ed. Williamsport, PA, Brodart, 1988.

Junior High School Library Catalog. 5th ed. (and supplements) New York, H.W. Wilson, 1985.

Senior High School Library Catalog. 13th ed. (and supplements) New York, H.W. Wilson, 1987.

III. SPECIALIZED BIBLIOGRAPHIES:

Abrahamson, Richard E. and Carter, Betty. **Books for You: A Booklist for Senior High Students**. 10th ed. Urbana, IL, National Council of Teachers of English, 1988.

Andrews, Theodora. **Substance Abuse Materials for School Libraries; An Annotated Bibliography**. Littleton, CO, Libraries Unlimited, 1985.

Barron, Neil, ed. **Anatomy of Wonder; A Critical Guide to Science Fiction**. 3rd ed. New York, R.R. Bowker, 1987.

Baskin, Barbara H. and Harris, Karen H. **More Notes From a Different Drummer**. New York, Bowker, 1984.

Bernstein, Joanne E. **Books to Help Children Cope With Separation and Loss**. 2d ed. New York, Bowker, 1983.

Bienstock, June K. **Careers in Fact and Fiction: A Selective List of Books For Career Backgrounds**. Chicago, American Library Association, 1985.

Carroll, Frances Laverne and Meacham, Mary. **Exciting, Funny, Scary, Short, Different and Sad Books Kids Like About Animals, Science, Sports, Songs and Other Things**. Chicago, American Library Association, 1984.

Choices; A Core Collection for Young Reluctant Readers. Evanston, IL, J.G. Burke, 1983.

Cline, Ruth K. **A Guide to Literature For Young Adults; Background, Selection and Use**. Glenview, IL, Scott Foresman, 1983.

Cuddigan, Maureen and Hanson, Mary Beth. **Growing Pains; Helping Children Deal With Everyday Problems Through Reading**. Chicago, American Library Association, 1988.

Donelson, Kenneth L. and Nilsen, Alleen P. **Literature For Today's Young Adults**, 3rd ed. Glenview, IL, Scott Foresman, 1989.

Friedberg, Joan B., et. al. **Accept Me As I Am; Best Books of Juvenile Nonfiction On Impairments and Disabilities**. New York, Bowker, 1985.

Gillespie, John T. and Gilbert, Christine, eds. **Best Books for Children; Preschool Through the Middle Grades**. 3rd ed. New York, Bowker, 1985.

Gillespie, John T. **The Elementary School Paperback Collection**. Chicago, American Library Association, 1985.

Gillespie, John T. **The Junior High School Paperback Collection**. Chicago, American Library Association, 1985.

Gillespie, John T. **The Senior High School Paperback Collection**. Chicago, American Library Association, 1986.

Gillespie, John T. **Publishers and Distributors of Paperback Books**. Chicago, American Library Association, 1987.

Hauser, Paula and Nelson, Gail A. **Books for the Gifted Child. Vol. 2**. New York, Bowker, 1988.

High Interest Easy Reading for Junior High and Senior High School Students. 5th ed. Urbana, IL, National Council of Teachers of English, 1988.

Horner, Catherine Townsend. **The Single-parent Family in Children's Books; An Annotated Bibliography**. 2d ed. Metuchen, NJ, Scarecrow Press, Inc., 1988.

Howard, Elizabeth F. **America As Story; Historical Fiction for Secondary Schools**. Chicago, American Library Association, 1988.

Katz, Bill and Katz, Linda S. **How-to: 1,400 Best Books on Doing Almost Everything**. New York, Bowker, 1985.

Katz, Bill and Katz, Linda S. **Self-help: 1,400 Best Books on Personal Growth**. New York, Bowker, 1985.

Kies, Cosette. **Supernatural Fiction for Teens: 500 Good Paperbacks to Read for Wonderment, Fear and Fun**. Littleton, CO, Libraries Unlimited, 1987.

Kister, Kenneth F. **Best Encyclopedias: A Guide to General and Specialized Encyclopedias**. Phoenix, AZ, Oryx Press, 1986.

Kister, Kenneth F. **Kister's Concise Guide to Best Encyclopedias**. Phoenix, AZ, Oryx Press, 1988.

LiBretto, Ellen V. ed. **High/low Handbook: Books, Materials, and Services For the Problem Reader**. 2d ed. New York, Bowker, 1985.

Lima, Carolyn W. **A to Zoo: Subject Access to Children's Picture Books**. 2d ed. New York, Bowker, 1986.

Lipson, Eden Ross. **New York Times Parent's Guide to the Best Books for Children**. New York, Times Books, 1988.

Lynn, Ruth N. **Fantasy Literature for Children and Young Adults: An Annotated Bibliography**. 3rd ed. New York, Bowker, 1989.

Mahoney, Ellen and Wilcox, Leah. **Ready, Set, Read: Best Books to Prepare Preschoolers**. Metuchen, NJ, Scarecrow Press, 1985.

National Council of Teachers of English. Committee on the Elementary School Booklist. **Adventuring with Books: A Booklist for Pre-K-grade 6**. new ed. Urbana, IL, National Council of Teachers of English, 1985.

Newman, Joan E. **Girls Are People Too!: A Bibliography of Nontraditional Female Roles in Children's Books**. Metuchen, NJ, Scarecrow Press, 1982.

Olexer, Marycile E. **Poetry Anthologies For Children and Young People**. Chicago, American Library Association, 1985.

Outstanding Books for the College Bound. Chicago, American Library Association, 1984.

Pilla, Marianne L. **Resources for Middle-grade Reluctant Readers: A Guide for Librarians**. Littleton, CO, Libraries Unlimited, 1987.

Purchasing an Encyclopedia: 12 Points to Consider. 2d ed. Chicago, American Library Association, 1988.

Ramsdell, Kristin. **Happily Ever After: A Guide to Reading Interests in Romance Fiction**. Littleton, CO, Libraries Unlimited, 1987.

Reed, Arthea J. S. **Reaching Adolescents: The Young Adult Book and the School**. New York, Holt, Rinehart and Winston, 1985.

Richter, Bernice. **The Museum of Science and Industry Basic List of Children's Science Books, 1987**. Chicago, American Library Association, 1987.

Sader, Marion, ed. **Reference Books for Young Readers: Authoritative Evaluations of Encyclopedias, Atlases and Dictionaries**. New York, Bowker, 1988.

Science Books for Children: Selections From Booklist 1976-83. Chicago, American Library Association, 1985.

Shapiro, Lillian R. **Fiction for Youth: A Guide to Recommended Books**. New York, Neal-Schuman Publishers, 1986.

Smallwood, Carol, comp. **Free Resource Builder for Libraries and Teachers**. Jefferson, NC, McFarland, 1986.

Smallwood, Carol. **A Guide to Selected Federal Agency Programs and Publications for Librarians and Teachers**. Littleton, CO, Libraries Unlimited, 1986.

Sutherland, Zena. **The Best in Children's Books: The University of Chicago Guide to Children's Literature, 1979-84**. Chicago, University of Chicago Press, 1986.

Thomas, Virginia C. **Children's Literature for All God's Children.** Atlanta, John Knox Press, 1986.

Walker, Elinor, comp. **Book-bait: Detailed Notes on Adult Books Popular With Young People**. 4th ed. Chicago, American Library Association, 1988.

Wear, Terri, A. **Horse Stories; An Annotated Bibliography of Books For All Ages**. Metuchen, NJ, Scarecrow Press, 1987.

Wilms, Denise and Cooper, Ilene. **A Guide to Non-sexist Children's Books, Vol. 2, 1976-85**. Chicago, Academy Chicago Publishers, 1987.

Wilson, George and Moss, Joyce. **Books for Children to Read Alone: A Guide for Parents and Librarians**. New York, R. R. Bowker, 1988.

Wolff, Kathryn ed. **The Best Science Books for Children**. Washington, DC, American Association for the Advancement of Science, 1983.

Wolff, Kathryn, et. al., eds. **AAAS Science Book List, 1978-1986**. Washington, DC, American Association for the Advancement of Science, 1986.

Wynar, Christine G. **Guide to Reference Books for School Media Centers**. 3rd ed. Littleton, CO, Libraries Unlimited, 1986.

Wynar, Bohdan S. ed. **Recommended Reference Books for Small and Medium-sized Libraries and Media Centers**. Littleton, CO, Libraries Unlimited, 1987.

IV. Keeping current - "Best of the Year" lists

School Library Journal December issue
"Best Books of 19__" Annotated list of about 50 children's books including picture books, juvenile fiction, and nonfiction. Selected by the editors of SLJ.

Science and Children March issue
"Outstanding Science Trade Books for Children in 19__" Annotated list selected by a special committee of members from National Science Teachers Association and the Children's Book Council. Grades K-8, approximately 70-75 titles.

Social Education March issue
"Notable Children's Trade Books in the Field of Social Studies". Annotated list selected by Book Review Subcommittee of the National Council for the Social Studies and Children's Book Council. Grades K-8, approximately 100 fiction and nonfiction titles.

English Journal January issue
"Books for Young Adults Honor List". Annual annotated booklist chosen primarily by juniors and seniors in Iowa City public and private schools. Available on request from Books for Young Adults, Cooperating School System Program, 213 East Hall, University of Iowa, Iowa City, IA 52242.

The Reading Teacher October issue
Annotated list compiled by the Joint Committee of the International Reading Association and the Children's Book Council, of children's choices for the preceeding year. Includes picture books through young adult. Approximately 150 titles, mostly fiction.

Library of Congress. Children's Books 19--.
An annual annotated list of books for preschool through junior high school. Includes picture books, easy readers, fiction and nonfiction. Selected by the Library of Congress Children's Literature Center and school and public librarians from the Washington, D.C. area. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

New York Public Library. Books for the Teenage.
Annually revised list of fiction and nonfiction with brief annotations. Selected by NYPL young adult librarians. Available for $5.00 from the Office of the Branch Libraries, New York Public Library 455 5th Ave., New York, NY 10016.

American Library Association, Association for Library Service to Children.
"Notable Children's Books 19--". Annotated annual list published in the March issue of School Library Journal and available from ALSC, American Library Assn., 50 E. Huron St., Chicago, IL 60611 @ 25 cents.

Booklist April 1 issue
"High Interest/Low Reading Level Booklist__" Annual annotated list of approximately 50 titles selected by the Young Adult Services Division of ALA composed of public and school librarians and library school faculty across the country. Fiction and nonfiction at reading level not to exceed grade five as determined by the Frye Readability Formula.

V. Audiovisual selection tools. (current reviews)
Booklist
School Library Journal

Librarian's Video Review
Clearview Media
Route 1, Box 25
Bowling Green, VA 22427 4/yr

Video Librarian
P.O. Box 2725
Bremerton, WA 98310 11/yr

Reviews of computer software:
School Library Journal
Booklist
The Book Report
Media and Methods
Computing Teacher

CMC News
515 Oak Street, N.
Cannon Falls, MN 55009 4/year

Small Computers in Libraries
University of Arizona Graduate Library School
1515 East 1st Street
Tucson, AZ 85719 12/year

Apple Library Users Group Newsletter
Apple Computers
10381 Bandley Drive
Cupertino, CA 95014 4/year

Specialized bibliographies:

A Multimedia Approach to Children's Literature: A Selective List of Films (and Videocassettes), Filmstrips and Recordings Based on Children's Books. 3rd ed. Chicago, American Library Association, 1983.

Notable Children's Films and Videos, Filmstrips, and Recordings, 1973-86. Chicago, American Library Association, 1987.

Sive, Mary Robinson. **Selecting Instructional Media: A Guide to Audiovisual and Other Instructional Media Lists.** 3rd ed. Littleton, CO, Libraries Unlimited, 1983.

Software for Schools, 1987-88: A Comprehensive Directory of Educational Software Grades Pre-K Through 12. New York, Bowker, 1987.

American Association for the Advancement of Science. **The Best Science Films, Filmstrips, and Videocassettes for Children.** Washington, D.C., AAAS, 1982.

VI. Magazines

The periodical collection should be well-balanced and suit the instructional needs of the school, be in sufficient numbers to meet copyright compliance, and fill the personal interests of students. For research purposes, it is important to select titles that are indexed in:

Reader's Guide to Periodical Literature
Children's Magazine Guide

Reviews for magazines suitable for school libraries may be found in:

Richardson, Selma K. **Magazines for Children: a Guide for Parents, Teachers, and Librarians.** Chicago, American Library Association, 1983.

Richardson, Selma K. **Magazines for Young Adults: Selections for School and Public Libraries.** Chicago, American Library Association, 1984.

Katz, Bill. **Magazines for School Libraries: For Elementary, Junior High School and High School Libraries.** New York, Bowker, 1987.

Smith, Adeline Mercer, and Jones Diane Rovena. **Free Magazines for Libraries.** 3rd ed. Jefferson, NC, McFarland and Co., 1989.

VII. Government publications:

U.S. Government Books is a catalog of currently available government publications. A copy of the current catalog may be obtained from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Smallwood, Carol. **A Guide to Selected Federal Agency Programs and Publications for Librarians and Teachers.** Littleton, CO, Libraries Unlimited, 1986.

Voorhees, Donald J. **Government Publications for School Libraries: A Bibliographic Guide and Recommended Core Collection.** New York, Government Documents Roundtable, New York Library Association, 1988.

Checklist of South Dakota State Publications, monthly. Contact the Documents Office at the South Dakota State Library.

VIII. Vertical file and free publications:

Vertical File Index, produced by the H.W. Wilson Co., is a current list of free or inexpensive material suitable for vertical file collections.

Free Materials for Schools and Libraries
Department 284
Box C34069
Seattle, WA 98124-1069 5/year

Freebies
Freebies Publishing Co.
407 State St.
Santa Barbara, CA 93120 6/yr

Educators Progress Services
214 Center St.
Randolph WI 53956
Series of annual publications including;
Educators Grade Guide to Free Teaching Aides
Educators Guide to Free Audio and Video Materials
Educators Guide to Free Films
Educators Guide to Free Filmstrips and Slides
Educators Guide to Free Guidance Materials
Educators Guide to Free Health, Physical Education and Recreational Materials
Educators Guide to Free Home Economics Materials
Educators Guide to Free Science Materials
Educators Guide to Free Social Studies Materials

Smallwood, Carol. **Health Resource Builder: Free and Inexpensive Materials For Librarians and Teachers.** Jefferson, NC, McFarland, 1988.

Smallwood, Carol. **Free Resource Builder for Librarians and Teachers.** Jefferson, NC, McFarland, 1986.

Smallwood, Carol. **Current Issues Resource Builder: Free and Inexpensive Materials for Librarians and Teachers.** Jefferson, NC McFarland, 1989.

IX. Ordering sources that are NOT evaluative aids:

Publishers and producers catalogs
Newspaper ads
Books in Print and **Subject Guide to Books in Print**
Book clubs
Remainder catalogs
Traveling or telemarketing book salespersons

Gifts should be evaluated for inclusion in the collection by the same selection standards applied to new materials.

How to count items:

1. Count items in up-to-date shelflist only.

2. Count each encyclopedia volume as one item. In order to count as items, each set must be complete.

3. For multiple copies used for classroom instruction (but stored in the library) count only those volumes that are actually classified into the library collection.

4. A sound filmstrip, consisting of a filmstrip and a recording (disc or tape) containing the soundtrack, counts as one item.

5. A sound filmstrip set consisting of four separate filmstrips, each with its own recorded soundtrack (tape or disc), counts as four items. A sound filmstrip set consisting of four filmstrips and two recorded soundtracks (tape or disc) counts as two items (the soundtracks are the limiting factor).

6. A set of transparencies or slides which lose their meaning if viewed individually counts as one item.

7. A kit which would cease to accomplish its purpose if separated, counts as one item.

8. If item 4-7 are not applicable, count according to the circulation procedure. If the material circulates as one item, count as one item. If each part circulates separately, count each part separately.

9. Microforms should be counted according to the format of the original (hard) copy.

10. Microcomputer disks should be counted by title of program, not by number of disks.

WEEDING AND DISPOSAL OF MATERIALS

Weeding the library media collection is a process of equal importance to selecting new materials of high quality. Just as it is important to have a materials selection policy, it is also important to have a policy for dealing with discarded materials. Since these two subjects are so closely related, they can be covered in a single policy approved by the school board.

Reason for weeding:

A smaller, more attractive and up-to-date collection (relevant to the curriculum) is of greater use to students and faculty, and a greater credit to the school than a large bibliographic morgue!! Other reasons for weeding the library collection include:

1. to utilize most economically the available space in your library; relying on the public library, state library, etc., for those items that would be seldom used in your collection and/or too expensive to justify their purchase.

2. to give your library a reputation for reliability.

3. to remove the outward illusion of a well-stocked library in the eye of those who do not use it, and who may oppose efforts to enlarge the material budget.

4. to give your library a fresh, inviting appearance, where patrons can find up-to-date information.

5. to find books which need repair, rebinding or replacement.

6. to give the best possible library service through a collection of quality materials.

(Note to librarians: all statements above, except number 3, are your rationale when explaining the need to weed your library to administrators.)

When to weed:

Weeding is an on-going process. The librarian and staff should handle each item they touch with an evaluative attitude. An annual weeding review is not unreasonable, and a thorough weeding every two or three years is extremely important.

Responsibility for weeding:

The librarian is responsible for weeding the collection following the policy adopted by the school board. Again, it is important that weeding be organized by policy and not by prejudice.

The librarian may call upon faculty colleagues to assist in weeding. Interested teachers with knowledge of special subjects can be most helpful in weeding particular classes of the collection.

The librarian should not be overly worried about making mistakes in weeding. The average school library collection contains few if any truly irreplaceable items. The good librarian relies on knowledge of basic library principles, standard book selection tools, and professional judgement to successfully weed the collection.

What to do with withdrawn material:

In general, books withdrawn in the weeding process fall into three categories: books to be mended or cleaned, books to be rebound, and books to be discarded.

1. books to be mended or cleaned: books of otherwise good quality, but soiled or slightly damaged should be set aside for cleaning and/or mending. Care should be taken in selecting items for mending; it is possible to spend more time mending than the book merits. It may be better to do a quick, interim repair job, and reorder the title instead. Picture books, generally, get the most mending, but it is also very important that these books be attractive for their young readers.

   Instructional pamphlets on mending are available from the major library supply companies including Demco, Gaylord, and Brodart.

2. books to be rebound: rebinding can be quite expensive, but there are times when the librarian has no other choice. If the title is a "must" but is out of print, rebinding may be preferable to, and less expensive than, shopping the used book market.

3. books to be discarded: the following may be considered good candidates for discarding:

   a. old and worn out books.

   b. outdated material.

   c. books that are trivial, poor in format, or old-fashioned in style of writing or illustration.

   d. duplicates of seldom used titles.

   e. didactic or moralistic fiction and books which contribute to the development of false stereotypes of women or minority groups.

   f. textbooks.

   g. biographies of now obscure persons.

   h. old travel and humor books.

   i. files of magazines which are not listed in **Readers' Guide**, and which are more than a year old.

   j. unused volumes of uniformly bound sets of books (for example, uniformly bound sets of books in history or literature are often notorious shelfsitters). New and separate editions of the

utilized volumes may be preferable to keeping the entire set.

k. encyclopedias over 5-6 years old. Other reference books should be evaluated for their up-to-dateness regularly. Old encyclopedias should not simply be moved to classrooms to be used as a reference source there indefinitely.

Suggestions for weeding by class:

nonfiction:

000	Encyclopedias	New edition is needed at least every 5 years. Stagger replacement (i.e. **World Book** in 1989, **Americana** in 1991, **Colliers** in 1993 etc., keep on the established schedule.)
	Bibliographies	Seldom of use after 5 years from date of copyright.
	Books about reading	Value determined by use.
100	Philosophy Ethics, etc.	Value determined by use. 10 years maximum for unscholarly works.
200	Religion	Value determined by use. Collection should contain basic information (not propaganda) about as many denominations and sects as possible.
300	Social Sciences	Controversial subjects should be well-represented from all sides, and information should be current, accurate, and fair.
310	Almanacs, yearbooks	Superseded by each new volume. Seldom of use after 5 years.
320	Politics	Books dealing with historical aspects--determined by use.
	Economics	Timely or topical material: discard after approximately 10 years. Replace with new editions when available.
340	Government	10 years. Replace with new editions.
360	Social Welfare	Weeding depends on use. Discard most nonhistorical material after 10 years.
370-380	Education	Keep historical material if it will be used. Nonhistorical should be replaced in 10 years.
390	Folklore	Keep basic material: weeding depends on use.

400	Languages	Keep basic material, including dictionaries of languages being studied in curriculum. Discard old unappealing textbooks and grammars. Weeding depends on use.
500	Pure Science	Except for classical works in botany and natural history, science books are usually out of date in 5 years. Keep current by discarding and purchase.
600	Inventions Medicine	Five years, except for basic material on inventions and anatomy.
620	Applied Science Mechanics	Five years, unless it has historical value.
621	Radio, Television	Five years at most, unless it has historical value. Technology is advancing too fast in this subject for books to be accurate after 5 years.
630	Agriculture	Keep up-to-date with new editions, etc. Be sure to collect information on newest methods, hybrids, etc. Keep **Yearbook of Agriculture** 10 years - longer if older volumes are in demand.
640	Home Economics	According to use. Be strict in weeding old sewing and glamour books, (styles change!) Keep almost all cookbooks.
650	Business	10 years.
660	Chemical, food products	5 to 10 years, according to content.
690	Manufactures building	10 years, except that older books on crafts, clocks, guns, toys may be useful.
700	Art, music	Keep basic material.
800	Literature	Keep basic material.
900	History	Depends on use and needs of patrons, and on accuracy of fact and fairness of interpretation.
910	Travel & Geography	Discard geography books before 1975 unless useful from historical point of view, or of interest as personal travel accounts. Watch later books for hasty writing and misinformation.

940-990	History	Depends on use and needs of school. Keep outstanding broad histories of World War I and II, Korean War and Vietnam conflict. Discard dated viewpoints, for example, "World Communist Conspiracy".
	Biography	Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of poor literary value with better ones when they appear. Keep those that are outstanding in content or style as long as they are useful.
	Periodicals, Newspapers	Keep for 5 years those which are in demand for reference and are indexed in **Reader's Guide** or other indexes found in your library. If it is financially feasible, buy heavily used titles in microform. On the other hand, if space is limited, bound volumes may be discarded after 10 years. (Binding is generally not recommended.)
	Pamphlets	Weed severely at least once per year according to nonfiction classes. Keep only up-to-date material on subjects for which no book yet exists. Date all material when added to the file.
	Local History	Keep all books on history and geography of local area, local newspapers (preferably in microform), most books by local authors. Consider development of a local oral history collection.
	Government documents	Order and discard according to need and use. Keep 5-10 years maximum.
	Audiovisual software	Weed items that are worn out, out-of-date, rarely used, or trivial and faddish.

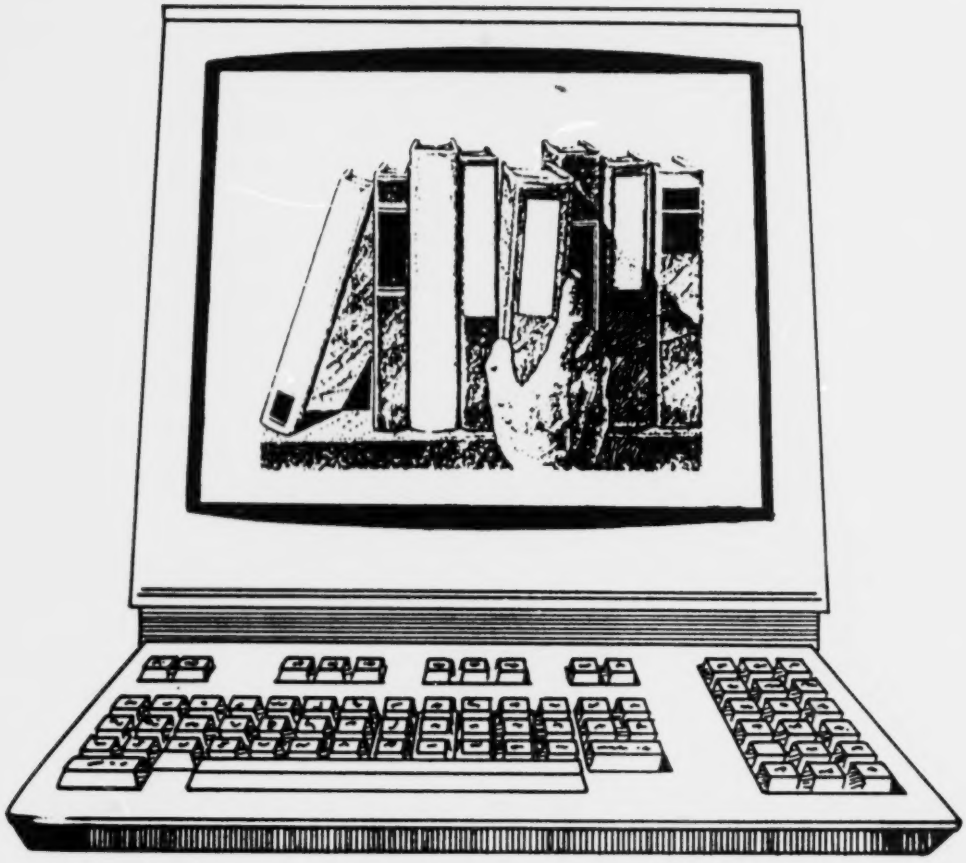
Updating the records:

Withdrawal of material should be reflected in the records of the library. Cards should be withdrawn from the catalog and from the shelflist. If more than one copy of a book is noted on the shelflist card, and only one copy is being withdrawn, notation of disposition and date should be made opposite the accession number of the copy withdrawn. Care should be taken in withdrawing cards from the catalog that no "blind references" are left. Keep in mind that school libraries are teaching instruments, and a card catalog that is full of blind references only teaches students that the system may be good in theory, but does not work in practice. Paying attention to tracings when withdrawing cards will eliminate this possibility.

Disposing of withdrawn materials:

SDCL 13-21-10 identifies the procedure to be used for disposal of school district property:

"Any school district library may discard over-duplicated, outdated inappropriate, or worn library materials; provided that such materials shall be marked clearly with the words: "Discarded, ____School District Library" wherever the property label of such library appears. Such discarded materials may be given to other libraries or to nonprofit agencies, destroyed, offered for public sale, or traded to a vendor for future library material purchasing credits."



Managing the Media Center With a Microcomputer

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VII. USING A MICROCOMPUTER TO MANAGE THE LIBRARY MEDIA CENTER

Why automate library functions?

1. A means to provide better information, services, materials, etc. to clientele.

2. Increase technical processing efficiency, example: shared cataloging.

3. Contain cost. What is the cost of human labor vs. the cost of computer labor?

4. Improve library management. Practical applications of computers include word processing, spreadsheets and database management.

5. Presently used manual systems are at the breakdown point. Ask: How long can you continue to do this process the old way?

6. Basis for reorganization of staff, time, services.

7. To share resources. Provide fast information exchange and searching capability. Provides knowledge of materials location(s) and holding status. Critically important when money and resources are limited.

Considerations before automating:

1. Do a cost/benefit study first. Only automate services indicated by study.

2. No computer can solve basic management problems.

3. Be sensitive to social implications of installing a computer. Remember the medium is the message.

4. You get what you pay for.

5. Decide what you want to accomplish by automating. Don't automate for its own sake.

TYPES OF MICROCOMPUTER SOFTWARE

A. Word processing - Usually 3 modes:

input (writing)
editing
output (printing)

A great timesaver for anything that requires repetitious typing:

catalog cards
form letters
memos
reports
pathfinders
manuals
union lists

B. Database management - The "electronic file cabinet"

compile, edit, and delete records
search by any variable in record
usually menu driven
some programs have limited mathematical capacity

Uses:

acquisitions
film booking
community resource files
circulation/overdues
bibliographies
address files

C. Electronic spreadsheet

statistical information
more powerful mathematical capability than database management programs
format resembles an accountant's worksheet

Uses:

budget
encumbrances
project material prices for planning
personnel timekeeping
circulation statistics
collection analysis statistics

IS YOUR LIBRARY A CANDIDATE FOR AUTOMATION?

These are the **WARNING** signs:

1. Backlogs

   cataloging
   ordering
   other processing
   that "Will I ever catch up?" feeling

2. Filing

   size of backlog increasing
   taking too much time

3. General processing routines

   staff time increasing
   more important projects getting "shelved"

4. Control over materials

   can't identify overdues
   can't identify past due magazine issues
   outstanding orders are hard to identify
   records and information seem to disappear into the "Twilight Zone"

5. Access to records

   how much time is spent searching for material?

6. Any duplication of effort?

7. Statistics too time consuming to bother with?

8. User services - is it becoming too difficult or time-consuming to meet user requests?

IF YOU ANSWER "YES' TO 2 OR MORE OF THESE SITUATIONS, IT IS PROBABLY TIME TO CONSIDER AUTOMATION.

PREPARING FOR AUTOMATION

1. Have an accurate shelflist

   number of copies
   volumes
   editions
   each shelflist card should represent one unique item

2. Accurate holdings

   withdrawn/missing notes on shelflist

3. Put Library of Congress Card Number or International Standard Book Number on shelflist cards.

4. If you are getting preprocessed cards from a jobber, check your card profile. Does it include the LC or ISBN number? Find out if the cards are produced from pure Library of Congress copy or if they are produced from modified information.

5. Build close working relationships (and your case) with administrators, faculty, and students about the potential for automation.

6. **READ, READ, READ, AND READ SOME MORE!**

7. Look for local opportunities to network.

8. Learn all you can about automation by reading, attending conferences, making on-site visits, etc.

9. **WEED, WEED, WEED!**

10. Catalog materials to meet existing standards (AACR2, MARC format).

11. Prepare for technical decisions such as:

    who will do data entry?
    where will barcodes be placed on materials?
    where will the computer be placed in your library?
    do you have adequate electrical circuits?
    will the proposed hardware fit in/on your furniture?
    etc.

QUESTIONS AND ANSWERS ABOUT THE SOUTH DAKOTA LIBRARY NETWORK

What is the South Dakota Library Network?

The South Dakota Library Network is a group of librarians, educators, and concerned citizens working together to link and share the library collections of the state. In order to accomplish this goal, the librarians have selected software, which will provide computerized catalog access to library collections.

What are the benefits of the Network?

1. Allows users to search holdings of ALL participating libraries collectively or individually from one location.

2. Allows users to identify the nearest location of needed materials.

3. Allows users to determine if the needed information is available for circulation.

4. Gathers accurate library statistics.

5. Lowers cost of individual library automation.

6. Provides a source of machine readable records for use in cataloging.

7. Promotes the sharing of library resources.

8. Encourages linkage to other computers and library networks.

9. Promotes cooperative purchasing programs.

10. Demonstrates improved access to resources for accreditation reviews.

What are the disadvantages of the network?

1. The expectations of users will be raised.

2. The costs may be prohibitive for some libraries.

3. Libraries will be expected to follow standards.

4. Libraries will be expected to share resources.

What equipment is necessary for dial-access to the network?

1. Microcomputer: Most brands can be used, including Apple, UNISYS or IBM. If you have not already purchased a microcomputer or designated one for dial-access to SDLN, UNISYS recommends that you acquire a PC model that has a MS-DOS 3.1 capacity.

2. Telephone line: A touch tone telephone line with a modular jack will be needed. A single line to the library rather than a party line is recommended, since party lines tend to produce garbled messages.

3. Modem: An asynchronous modem which runs at 1200 baud or faster. A modem allows the microcomputer to connect to a telephone line. The modem may be internal or external to the microcomputer.

4. Telecommunications software: The telecommunications software package should be Hayes compatible. This software package controls your modem.

5. Printer: A printer is not essential, but allows you to print information or locations from the screen. South Dakota libraries will accept a screen print as an interlibrary loan request if all other essential information is included.

How can I find out more information about training, dial access, or becoming a member of the South Dakota Library Network?

For more information, contact:

Dr. Jane Kolbe
SDLN Network Director
State Library Building
800 Governors Drive
Pierre, SD 57501
1-800-592-1841

GLOSSARY OF COMPUTER RELATED TERMS OF INTEREST TO LIBRARIANS USING THE SOUTH DAKOTA LIBRARY NETWORK

Access: To make contact. You use a local access telephone number to make contact with a computer network.

ASCII: Acronym for **American Standard Code for Information Interchange**. This is the code used for transmitting text from your computer through the telephone lines to the host computer and back again.

Backup: A spare or duplicate copy of a disk or file. This is an essential safety precaution.

Barcode: A series of vertical lines which are a certain thickness and a certain distance from each other. The barcode represents a unique number or label assigned to each library item.

Barcode scanner: see light-pen.

BASIC: Acronym for **Beginner's All-Purpose Symbolic Instruction Code**. A popular programming language, though rarely used for commercial or professional programs.

Baud: A measurement of the speed at which signals are transmitted, measured in bits per second. Modems commonly communicate at 300 baud, 1200 baud, 2400 baud, and 9600 baud.

Bit: A contraction of "binary digit". The smallest unit of information that a computer can hold or transmit. The value of a bit (1 or 0) represents the result of a simple choice between two alternatives: yes or no, on or off, positive or negative.

Boot: To turn on or cold-start a computer, loading a disk-operating system and program into memory.

Buffering: Temporary storage of incoming information in a particular place in the computer's memory until it can be processed.

Byte: A string of eight bits; a computer "word", often a single number or letter of our alphabet.

Card: A printed circuit board that plugs into one of the computer's expansion slots, allowing the computer to use one or more peripheral devices such as modems, printers, or disk drives.

Cathode-ray Tube (CRT): A vacuum tube with a television-like screen upon which data or information can be displayed.

CCL: Short for "Communication Control Language", a programming language used to create the files that control communication between your computer, the telephone system and your modem.

CD-ROM: A disk drive that stores large quantities of data on a compact disc or laser disc. Called "ROM" because you can only retrieve and not save or add files to one.

Chip: See integrated circuit.

Clipboard: An area of memory or disk used as a buffer to cut and paste data between different programs or files.

Close: To put away a file, menu, or window.

Clone: A computer designed to work like and run the same software as another computer brand.

CPU: Acronym for "Central Processing Unit"; the microprocessor chip or "brain" of a personal computer.

CR: Short for "carriage return". Causes a printer or display to place the next character at the left margin.

Cursor: The blinking marker that indicated where what you type will appear on the screen.

Data: The information a computer processes; the raw material you give it or the files and documents that you create.

Data bits: In the stream of bits being sent from your computer to a peripheral device or another computer, data bits are the bits that contain meaningful information. They are distinguished from bits used to indicate that a character is about to start, has stopped, or is correct.

Database: An organized searchable collection of information or entries of a particular type or topic, standardized in format and content.

Database Management System (DBMS): Software designed to organize, store, maintain, and retrieve data in a database.

Debug: To locate and correct or remove the defects in a computer program, piece of equipment, or procedure.

Desktop: A computer's or application's workspace, in which you open, close, switch among, copy, erase, or otherwise work with programs or files.

Directory: A list or catalog of programs and files on a disk.

Disk: Round metal disk coated with magnetized material on which data can be recorded and stored around concentric tracks as small magnetic spots forming patterns of binary digits or bits.

Disk drive: A peripheral that lets you save and retrieve programs and data stored on magnetic or optical disks. It transfers information between the storage disk and the computer's memory.

Diskette: Flexible plastic disk available in 8", 3 1/2", or 5 1/2" square size. Synonymous with floppy disk.

Disk-operating system (DOS): Pronounced "doss". The program that coordinates traffic among disks, memory, the display, the keyboard, and other parts of a computer system.

Dot-matrix printer: A printer that forms text and graphics from patterns of dots, made by striking a ribbon with an array of pins or wires. Not highest quality printing, but probably the most popular all-around printer.

Download: To transfer a file, document or application from the host computer to your personal computer.

Dumb terminal: A device with no capacity of processing data before transmission to a computer. See also cathode-ray tube.

Echo: To send each character of your message back to your monitor so you know that it has been sent to another computer or printer.

Escape: The **esc** key, used to close a window or menu and go back to the menu or window that you were in before.

Even parity: When transmitting a character in binary code, the use of an extra bit (set to 0 or 1) to make the total number of bits an even number. Used as a means of checking for errors when sending data from your computer to a peripheral device or another computer.

Floppy disk: A slightly flexible magnetic disk, 5 1/4" or 3 1/2" square, that stores programs or data files.

Format: To prepare a disk to hold information. A new floppy or hard disk must be formatted before it can store files or programs; a used disk may be reformatted (destroying its contents) to hold new data.

Handshake: A means of establishing communication with a peripheral device or another computer.

Hardware: The physical components of a computer system, such as the main unit (CPU), keyboard, and printer.

Host: The computer that controls all information and communication.

Input: The information and instructions that go into a computer, whether loaded from a floppy disk or entered when you press a keyboard key or mouse button.

Integrated circuit: An electronic circuit that has been microminaturized and is self-contained in the form of a very small plastic chip, often no more than 1/2 x 1".

Integrated software: One program that combines the work of two or more applications. For example: Appleworks contains word processing, database management, and spreadsheet programs.

Intelligent terminal: Computer terminal having some built-in capabilities for processing data before it is transmitted to a computer.

Jumper: A block that allows electricity to jump from one contact to another. For example, on the Apple Super Serial card, this jumper needs to be set so it points toward the word "modem" when you use this card with your modem.

Kilobyte (K): The standard unit to measure the capacity of a computer's memory or storage devices; 1,024 bytes.

Light pen: Hand-held reader for bar-coded labels or tags.

Line feed (LF): An ASCII character that causes a printer or display device to advance to the next line.

Line length: The number of characters your printer or display device should put on each line before going to the next line.

Lock: To prevent a file from being renamed, replaced, or removed.

Machine language: The actual binary instruction codes used by the computer. Unreadable by humans who write programs in higher-level languages such as BASIC or Pascal.

MARC (Machine Readable Cataloging): Communications format developed by the Library of Congress for producing machine readable bibliographic records on magnetic tape.

Megabyte (MB): One million bytes or characters of data.

Menu: In a computer program, or database search, a list of options displayed on a screen.

Microcomputer: Small programmable computer with limited ability to handle mass information storage and other peripheral equipment.

Microprocessor: The central processing unit or CPU of a computer system.

Modem: Short for "modulator/demodulator". A device connected to your computer that translates, or modulates, signals from your computer so they can be sent over telephone lines. It also demodulates the signals transmitted so your computer can understand them.

Monitor: A computer screen or video display.

Network: Any system that connects a number of computers so their owners can communicate and share information with each other.

Odd parity: When transmitting a character in binary code (as a string of 1's and 0's), the use of an extra bit set to 0 or 1 as necessary to make the total number of 1 bits an odd number. Used as a means of checking errors when sending or receiving information.

Off line: Not connected to the network. Using the computer to create memos, handle disks and files, set up your requests, and get ready to go on line.

On line: When your computer is linked to a computer network.

Online catalog: Catalog of bibliographic records in machine-readable form, maintained in a computer system and permitting interactive access through terminals.

Online circulation system: System in which all activities related to the loan of items from the library collection are performed by computer.

Output: Data processed or calculated by the computer and sent back to the user.

Parallel port: A connector that transmits data between a computer and a peripheral device in a series of bits traveling abreast.

Parity: The sameness of a level or a count, usually the count of 1 bits in each character, used to check errors that might creep in when you are sending or receiving information.

Password: The code provided to prevent someone from using your computer without permission. You must enter your password each time you sign on to the computer network.

Pathname: The full name by which an operating system locates and identifies a file. The pathname specifies the path from the disk (volume name), through any subdirectories or folders, to the file itself.

Peripheral device: Any physical apparatus for performing a particular task outside the main circuit board of your computer; examples: modem, printer.

Port: A connection point on the computer where peripheral devices are attached.

Prefix: A stored pathname that precedes any subdirectory name of filenames you provide.

Printer: A peripheral that copies data, text, pictures, or documents to paper.

ProDOS: Acronym for "Professional Disk Operating System", an Apple II operating system created to support subdirectories and large capacity disks.

Program: A series of instructions that guide a computer through a task.

Pulse phone: A rotary-dial phone that gives off pulses on the line, rather than distinct tones as on a touchtone phone.

RAM (Random Access Memory): The computer's memory or workspace, where you can load, unload, edit, or rearrange programs or data as you like. A loss of power to the CPU will automatically erase all data stored in RAM.

RAM disk: An area of RAM set up so that the operating system thinks it's a disk drive. Much faster than a real disk, but vulnerable to power failures.

ROM (Read-Only Memory): Preloaded memory chips, invulnerable to power failures, from which you can retrieve programs but not change or erase them.

Save: To preserve a document by storing it on a disk.

Serial port: The connector for a peripheral device that uses data transmitted sequentially, one bit at a time, over a single wire or channel. Most Apple peripheral devices transmit information through a serial port.

Sign off: To disconnect from the computer network.

Sign on: To connect to the computer network, going on-line.

Slot: A narrow socket inside some computers where circuit boards are attached. These might be used for communication between the computer and a peripheral device.

Software: Programs and data, the instructions that make a computer work.

Spreadsheet: A program that handles rows and columns of numeric calculations, from simple sums to complex financial formulas.

Subdirectory: A file you create to serve as a folder for a number of related documents. The subdirectory has its own list of these documents. Sometimes known as a "subvolume".

Subvolume: A subdirectory. A formatted disk is sometimes called a "volume". A volume contains a directory of files, so a subdirectory may be thought of as a subvolume.

Telecommunications: The exchange of computer data over phone lines, requiring communications software and a modem.

Telephone jack: An outlet into which you attach a telephone cord or modem cable to send signals to the telephone lines.

Terminal: 1) Any part in a system where data can enter or leave. 2) Device such as a CRT or optical scanner used to enter data into, or receive data from, a computer system or data transmission system.

Touchtone phone: A telephone with a panel of buttons instead of a rotary dial. Emits distinct pitches, instead of pulses, when the buttons are pressed.

Unlock: To remove the restrictions placed on a file when it is locked. An unlocked file can be revised, renamed, replaced, or removed.

User group: An association of people who share an interest in a particular aspect of computer usage.

Utility: An application that helps you work with other applications and files; making backup copies, printing documents with added fonts, etc.

VDT (Video Display Terminal): See cathode ray tube.

Volume: A general term referring to an area in which you can store data. If you are using a floppy disk, each formatted disk is considered a volume. If you are using a hard disk, the manufacturer may provide software to divide its storage area into several smaller areas, each known as a volume.

Word processor: A program that helps you write and print documents, with greater editing, changing, and rearranging power than a pencil, pen or typewriter.

Write-protect: To "lock-in" the contents of a disk, so that files can be read but not erased or changed.

RESOURCES:

Auld, Lawrence W.S. **Electronic Spreadsheets for Libraries**. Phoenix, AZ, Oryx Press, 1986.

Aversa, Elizabeth S. and Mancall, Jacqueline. **Management of Online Search Services in Schools**. Santa Barbara, CA, ABC-CLIO, 1989.

Clark, Philip M. **Microcomputer Spreadsheet Models for Libraries: Preparing Documents, Budgets, and Statistical Reports**. Chicago, American Library Association, 1985.

Costa, Betty. **A Micro Handbook for Small Libraries and Media Centers**. 2d ed. Littleton, CO, Libraries Unlimited, 1986.

Dewey, Patrick R. **101 Software Packages to Use in Your Library: Descriptions, Evaluations and Practical Advice**. Chicago, American Library Association, 1987.

Essential Guide to Apple Computers in Libraries. Westport, CT, Meckler Pub. Corp. (multivolume)

Essential Guide to the Library IBM PC. Westport, CT, Meckler Pub. (multivolume)

Epler, Doris M. **Online Searching Goes to School**. Phoeniz, AZ, Oryx Press, 1989.

Ho, May Lein. **Appleworks for School Librarians**. Fayetteville, AR, Hi Willow Research, 1985.

Langhorne, Mary Jo., et. al. **Teaching with Computers; A New Menu for the '90's**. Phoenix, AZ, Oryx Press, 1989.

Loertscher, David V. and Ho, May Lein. **Computerized Collection Development for School Library Media Centers**. Fayetteville, AR, Hi Willow Research and Publishing, 1986.

Maloney, James J., ed. **Online Searching Technique and Management**. Chicago, American Library Association, 1983.

Miller, Inabeth. **Microcomputers in School Library Media Centers**. New York, Neal-Schuman, 1984.

Parisi, Lynn S. and Jones, Virginia L. **Directory of Online Databases and CD-ROM Resources for High Schools**. Santa Barbara, CA, ABC-CLIO, 1988.

Reynolds, Dennis. **Library Automation: Issues and Applications**. New York, Bowker, 1985.

Using Appleworks in the School Media Center. Raleigh, NC, Department of Public Instruction, Division of Computer Services, 1988.

Walton, Robert A. and Taylor, Nancy. **Directory of Microcomputer Software for Libraries**. Phoenix, AZ, Oryx Press, 1986.

Woolls, Blanche and Loertscher, David V., eds. **The Microcomputer Facility and the School Library Media Specialist**. Chicago, American Library Association, 1986.

Professional Resources

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VIII. PROFESSIONAL RESOURCES

Where do you turn when you need a fresh idea for tackling a tricky administrative problem in your library, or when you need help in preparing a curriculum unit for a fifth grade science lesson? There are lots of helpful resource publications on the market. This section consists of two selective bibliographies listing some of these items.

The first bibliography includes items to be considered for a librarian's professional library. It is comprised of two parts, the first listing several essential titles that every librarian should have immediate access to; and the second which lists supplemental titles. The items in this supplemental list are recommended as very helpful publications. You are encouraged to have them on your shelf if possible; if not they are available on loan from the State Library.

The second bibliography is intended to give you some ideas for material to include in a teacher resource center. It is very difficult to recommend specific titles, but it is possible to suggest subjects on which you should have current material available. This bibliography also includes a list of professional periodicals. These will probably constitute the core of your school's professional library. Professional journals provide the latest and most up-to-date information in the areas of new research and practical ideas that can be directly applied to classroom situations in your school.

LIBRARIAN'S PROFESSIONAL LIBRARY

I. Essential titles:

Subject Guide to Books in Print, 19--. New York, R.R. Bowker, 19--.

Books in Print, 19--, Authors. (and/or titles) New York, R.R. Bowker, 19--. (purchase cooperatively with another library)

Abridged Dewey Decimal Classification. latest edition, Albany, NY, Forest Press.

Sear's List of Subject Headings. latest edition, New York, H.W. Wilson.

ALA Rules for Filing Catalog Cards. 2nd ed. Chicago, American Library Association, 1980.

Anglo-American Cataloging Rules. 2nd ed. (1988 Revision) Chicago, American Library Association, 1988.

Hoffman, Christa F.B. **Getting Ready for AACR II: the Catalogers Guide**. White Plains, NY, Knowledge Publications Inc., 1980.

Information Power; Guidelines for School Library Media Programs. Chicago and Washington, D.C., American Association of School Librarians and Association for Educational Communications and Technology, 1988.

Information Skills for South Dakota Students. Pierre, SD, South Dakota State Library, 1986.

Intellectual Freedom Manual. Pierre, SD, South Dakota Library Association, 1988.

School Library Media Programs: A Resource and Planning Guide for South Dakota Schools. Pierre, SD, South Dakota State Library, 1989.

II. Supplemental (Helpful publications, have them on your shelf if at all possible!) Most are available on loan from the State Library.

South Dakota Library Law

South Dakota Interlibrary Loan Code

Evaluating and Weeding Collections in Small and Medium-sized Public Libraries: The CREW Method. Chicago, American Library Association, 1980.

ACTIVITIES:

Baker, Augusta and Greene, Ellin. **Storytelling: Art and Technique**. New York, Bowker, 1987.

Bannister, Barbara F. **Library Media Center Activities For Each Month of the School Year**. West Nyack, NY, Center for Applied Research in Education, 1986.

Benedict, Emma Lou. **The Reading Consultant/Library Media Specialist Team: Building the Reading Habit**. Hamden, CT, Library Professional Publications, 1987.

Bodart, Joni. **Booktalk! 2: Booktalking For All Ages and Audiences**. New York, H. W. Wilson, 1985.

Bodart-Talbot, Joni. **Booktalk! 3: Booktalks for All Ages and Audiences**. New York, H. W. Wilson, 1988.

Burroughs, Lea. **Introducing Children to the Arts: A Practical Guide for Librarians and Educators**. Boston, G. K. Hall, 1988.

Evans, Joy and Moore, Jo Ellen. **How to Make Books With Children**. Monteray, CA, Evan-Mor, 1985.

Freeman, Judy. **Books Kids Will Sit Still For: A Guide to Using Children's Literature for Librarians, Teachers and Parents**. Hagerstown, MD, Alleyside Press, 1984.

Gillespie, John T. and Naden, Corrine J. **Junior Plots 3: A Booktalk Guide For Use With Readers Ages 12-16**. New York, Bowker, 1987.

Gillespie, John T. and Naden, Corrine J. **Seniorplots: A Book Talk Guide for Use with Readers Ages 15-18**. New York, Bowker, 1989.

Gomberg, Karen Cornell. **Books Appeal: Getting Teenagers Into the School Library**. Jefferson, NC, McFarland, 1987.

Graves, Ruth, ed. **The RIF Guide to Encouraging Young Readers**. Garden City, NY, Doubleday and Co., 1987.

Greeson, Janet and Taha, Karen. **Name That Book: Questions and Answers On Outstanding Children's Books**. Metuchen, NJ, Scarecrow Press, 1986.

Haglund, Elaine and Harris, Marcia L. **On This Day: A Collection of Everyday Learning Events and Activities for the Media Center, Library and Classroom**. Littleton, CO, Libraries Unlimited, 1983.

Halsted, Judith Wynn. **Guiding Gifted Readers: From Preschool Through High School**. Columbus, OH, Ohio Psychology Publishing Co., 1988.

Hunt, Tamara and Renfro, Nancy. **Celebrate! Holidays, Puppets and Creative Drama**. Austin, TX, Nancy Renfro Studios, 1987.

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PROFESSIONAL ASSOCIATIONS OF INTEREST TO SCHOOL LIBRARIANS

1. In South Dakota:

South Dakota Library Association
P.O. Box 673
Pierre, SD 57501-0673
The State Library can provide names of officers, addresses, phone numbers, membership information, etc.

South Dakota School Library Media Association - a section of SDLA

South Dakota Association for Communications and Technology - has applied for section status in SDLA

South Dakota Reading Council
Geraldine Devine, State Coordinator
2409 W. 33rd St.
Sioux Falls, SD 57105
(605) 338-4250

South Dakota Association for Supervision and Curriculum Development
Diane Rokusek, Executive Secretary
P.O. Box 7760
Mitchell, SD 57301-7760

South Dakota Education Association
411 E. Capitol
Pierre, SD 57501
224-9263

2. Regional:

Mountain Plains Library Association
Joe Edelen, Executive Secretary
I.D. Weeks Library
University of South Dakota
Vermillion, SD 57069
605-677-6982

3. National:

American Library Association
50 E. Huron St.
Chicago, IL, 60611
312-944-2117
Divisions: American Association of School Librarians
Association for Library Services to Children
Young Adult Services Division

Association for Educational Communications and Technology
1126 16th St. N.W.
Washington, D.C. 20036
202-466-4780
Division: Division of School Media Specialists

International Reading Association
800 Barksdale Rd., P.O. Box 8139
Newark, DE 19714-8139

Association for Supervision and Curriculum Development
1250 N. Pitt St.
Alexandria, VA 22314-1403

SOURCES FOR CONTINUING EDUCATION:

1. Workshops and conferences in South Dakota include:
   South Dakota State Library - winter or spring workshop(s)
   South Dakota Library Association - fall conference
   Technology in Education office - spring conference
   South Dakota Education Association - late summer conference
   South Dakota Reading Council - spring conference

2. Regional and national conferences include:
   Mountain Plains Library Association (annual)
   American Library Association (annual)
   American Association of School Librarians (triennial)
   Association for Educational Communications and Technology (annual)

3. South Dakota colleges with library science programs:
   Northern State University
   Black Hills State University (affiliated with Emporia State University, Emporia, KS [ALA accredited] as of Summer 1990)
   Augustana College (summer workshops only)

4. Colleges in region and/or nation:
   Contact the State Library in the Spring for information on courses and workshops offered during the Summer.

5. Training programs accredited by the American Library Association:
   Consult the latest edition of **American Library Directory** for a complete list of American and Canadian library schools. This list includes ALA accredited and non-ALA accredited programs. A list of only the ALA accredited programs may be obtained from: "Accredited List", ALA, 50 E. Huron St., Chicago, Il 60611 (send a #10 self addressed stamped envelope).

IDEAS FOR MATERIAL TO INCLUDE IN A TEACHER RESOURCE CENTER

Cover all subject areas at elementary and secondary levels

- gifted and talented
- learning disorders
- learning disabled
- special education
- audiovisual locator tools
  - NICEM, etc.
  - vendor catalogs
- contemporary reports on the state of education
- microcomputers
- curriculum guides from DOE/SDCC
- curriculum development
- child/adult psychology
- "idea" books - including, but not limited to methods books
- coaching/extracurricular activity idea
- style manual
- dictionary
- thesaurus

PROFESSIONAL PERIODICALS:

Agricultural Education Magazine

The Agricultural Education Magazine, Inc.
1803 Rural Point Road
Mechanicsville, VA 23111 12/yr
For high school vocational agriculture teachers, theory and practical, belongs in every school that has a vocational agriculture program.

American Biology Teacher

National Association of Biology Teachers
11250 Roger Bacon Drive
Reston, VA 22090 8/year
Middle and high school biology teachers, a basic title.

Art Education

National Art Education Association
1916 Association Drive
Reston, VA 22091 6/year
Theory of art education, essential for art teachers.

Childhood Education

Association for Childhood Education International
11141 Georgia Ave., Suite 200
Wheaton, MD 20902 5/year
For layperson and professional involved in education of children, infant through adolescent

Classroom Computer Learning

P.L. Inc.
2451 East River Road
Dayton, OH 45439 8/year

Practical applications of computers in K-12 setting. Written for novices and experienced computer users.

Clearing House; For the Contemporary Educator in Middle and Secondary School

Heldref Publications
4000 Albemarie Street, N.W.
Washington, D.C. 20016 9/year

Classroom tested ideas for all phases of high school life, including athletics, study halls, dropouts, libraries etc.

Compute!

Compute Publications, Inc.
324 W. Wendover Ave., Suite 200
Greensboro, NC 27408 12/year
Focuses on home and business applications, but useful for classrooms. Good information on new software and hardware.

Computing Teacher

University of Oregon
1787 Agate St.
Eugene, OR 97403 9/year
Covers methods for teaching about computers, and impact on education of computers. Articles brief and practical.

Curriculum Review

Curriculum Advisory Service
517 S. Jefferson St.
Chicago, IL 60607 5/year
Hard to find reviewing source for elementary and secondary instructional publications. Reviews arranged under four broad topics: language arts, mathematics, science, social studies.

Education Digest

Parkken Publications
416 Longshore Drive, Box 8623
Ann Arbor, MI 48107 9/year
15-20 condensed or full articles per month; preschool through college.

Educational Leadership

Association for Supervision and Curriculum Development
1250 N. Pitt St.
Alexandria, VA 22314-1403 8/year
For secondary teachers and administrators, two main themes each issue

Educational Oasis

P.O. Box 299
Carthage, IL 62321 5/year
Practical ideas for teaching grades 5-9.

Electronic Learning

Scholastic Inc.
720 Broadway
New York, NY 10003 8/year
For teachers and administrators. Includes ratings and reviews, highly rated for novices in field of computing.

Elementary School Guidance and Counseling

American Association for Counseling and Development
5999 Stevenson Ave.
Alexandria, VA 22304 4/year
For people working in guidance K-8.

The Elementary School Journal

University of Chicago Press
5801 Ellis Ave.
Chicago, IL 60637 5/year
Trends in elementary school research, somewhat more scholarly, but timely

English Journal

National Council of Teachers of English
1111 Kenyon Road 8/year
Urbana, IL 61801
For secondary English teachers, covers all phases of English and literature

Gifted Children Monthly

Gifted and Talented Publications, Inc.
P.O. Box 7200
Bergenfield, NJ 08621 11/year
Newsletter for parents of gifted children. Each issue has special section with projects for children.

Good Apple

P.O. Box 299
Carthage, IL 62321 5/year
Each issue is a treasure house of material for teachers of grades 2-8.

Journal of Physical Education, Recreation and Dance

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091 6/year
Articles of interest to professionals in the health education field.

The High School Journal

University of North Carolina Press
Box 2288
Chapel Hill, NC 27514 6/year
Research and theory in secondary education

The History Teacher

Society for History Education
California State University
1250 Belleflower Boulevard
Long Beach, CA 90840 4/year
Secondary level, good review section

Instructor

P.O. Box 6099
Duluth, MN 55806 10/year
For elementary teachers, emphasis on practical ideas

Instrumentalist

The Instrumentalists Co.
200 Northfield Road
Northfield, IL 60093 12/year
Technical aspects of playing band and orchestral instruments. Important selection for schools with a strong band program.

Journal of Home Economics

American Home Economics Association
2010 Massachusetts Ave, N. W.
Washington, D. C. 20036 4/year
Current and future trends in home economics, new publications, products and services.

Journal of Reading

International Reading Association
800 Barksdale Road
Newark, DE 19711 8/year
For reading teachers at secondary, college and adult levels, practical emphasis

Language Arts

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801 8/year
Preschool through middle school, research and practical application

Learning; the Magazine for Creative Teaching

Learning
P.O. Box 2580
Boulder, CO 80322 9/year
Wide spectrum of tested innovative ideas for elementary teachers.

The Mathematics Teacher

National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091 9/year
For secondary teachers, problems and methods, first choice in this area.

The Mailbox

Education Center
1410 Mill Street, P.O. Box 9753
Greensboro, NC 27429 irregular
Ready-to-use instructional ideas for teachers.

Media and Methods

American Society of Educators
1511 Walnut St. 6/year
Philadelphia, PA 19102
For elementary and high school teachers who use AV materials. Reviews equipment and software, practical.

Middle School Journal

National Middle School Association
P.O. Box 14882
Columbus, OH 43214 4/year
For middle school educators, research and practical information.

Music Educators Journal

Music Educators National Conference
1902 Association Drive
Reston, VA 22091 9/year
For elementary through college, philosophy and practical, leading music education journal

Phi Delta Kappan

Phi Delta Kappa Inc.
8th and Union, P.O. Box 789
Bloomington, IN 47402 10/year
Wide ranging general education journal. Well written, tightly edited, highly recommended as all-purpose education journal.

Psychology in the Schools

Clinical Psychology Pub. Co.
4 Conant Square
Brandon, VT 05733 4/year
Elementary and secondary levels, aimed at school psychologists, but others can benefit.

The Reading Teacher

International Reading Association
P.O. Box 8139
Newark, DE 19714 9/year
Elementary and middle school level, topical articles

Scholastic Coach

Scholastic Inc.
730 Broadway
New York, NY 10003 10/year
Practical information for high school and college coaches.

School Shop

Prakken Publications
416 Longshore Drive, P.O. Box 8623
Ann Arbor, MI 48107 10/year
A basic title for junior high, high school and vocational teachers, emphasis on practical information.

Science and Children

National Science Teacher's Association
1742 Connecticut Ave., N. W.
Washington, D.C. 20009 8/year
For Elementary and junior high teachers, a basic title

The Science Teacher

National Science Teacher's Association
1742 Connecticut Ave., N.W.
Washington, D.C. 20009 9/year
For junior high and high school teachers, practical information and reviews.

Social Education

National Council for the Social Studies
3501 Newark St., N.W.
Washington, D.C. 20016 7/year
Elementary and secondary social studies teachers, practical emphasis.

Social Studies

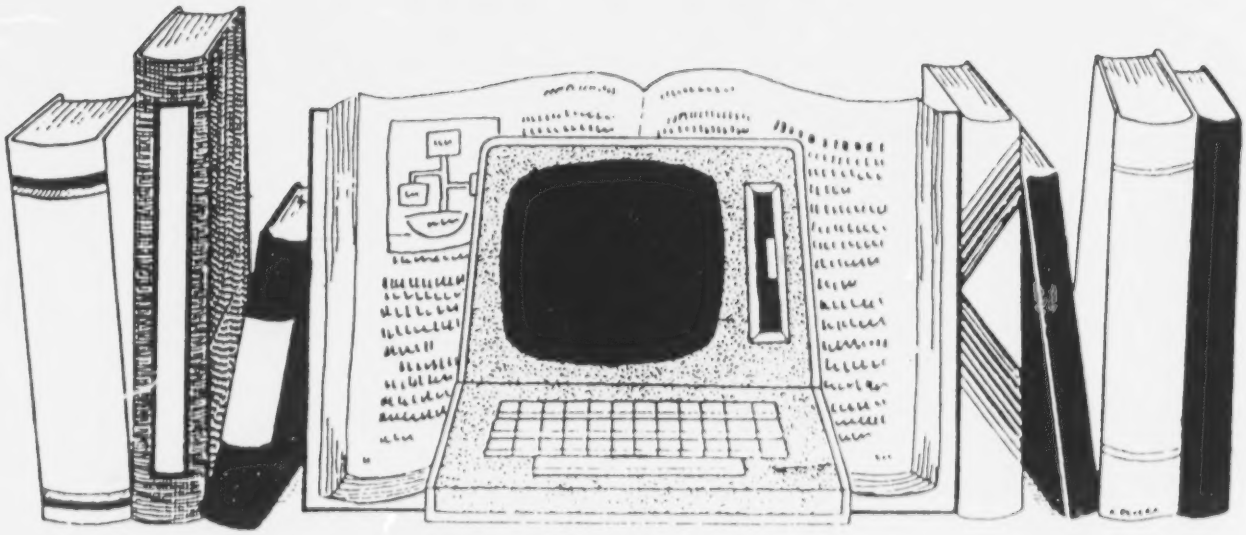
Heldref Publications
4000 Albemarle Street, N.W.
Washington, D.C. 20016 6/year
For preschool through college teachers, articles on theory and practice of teaching social studies.

Teaching PreK-8

Box 1266
Darien, CT 06820 9/year
For persons who work with children preschool through fourth grade.
Practical hands-on format.

Today's Education, Annual Edition

National Education Association
1201 16th St. N.W.
Washington, D.C. 20036
Annual journal of NEA, good overview of trends and problems in education.



Appendix

IX. APPENDIX

SERVICES OF SOUTH DAKOTA STATE LIBRARY

OFFICE OF SCHOOL LIBRARY/MEDIA COORDINATOR:

1. Resource center for school librarians.

2. Coordinate presentations on school library related topics for regional inservices, workshops, and other meetings.

3. On-site assistance to school librarians and administrators in areas of library organization, programming, etc.

4. In depth evaluation of school libraries and school library media programs upon request.

5. Publication of news, guidelines and other items of interest to school librarians and administrators.

6. Compilation and publication of statistical information related to school libraries in South Dakota.

REFERENCE: provides books and magazine articles requested, and conducts manual and online computer searches.

INTERLIBRARY LOANS: provide access to the collections of libraries throughout the nation for library materials not available at the State Library.

GOVERNMENT DOCUMENTS: provides in-state access to recent State documents and selected Federal documents.

AUDIOVISUAL: provides a collection of 16mm films, videotapes and other audiovisual items, and provides locations for audiovisual items available elsewhere in the United States.

TALKING BOOKS: provides recorded materials for recreational or informational use from the State Library or from other libraries serving the blind, physically handicapped, or learning disabled.

VOLUNTEER SERVICES: provides for coordination of citizen volunteers who record materials for the handicapped not available in the existing collections and who assist patrons in using handicapped library services.

CURRENT AWARENESS: provide employees of state government with tables of contents from current magazines in the State Library collection.

SOUTH DAKOTA LIBRARY NETWORK: office of the network coordinator oversees the daily operation of the network and consults with libraries wishing to join the network.

OFFICE HOURS:

MONDAY - FRIDAY 8AM to 5PM Central Standard Time

TELEPHONE:

(605) 773-3131 or 1-800-592-1841

HOW TO BORROW:

LIBRARIES

Request forms are available to all libraries from the State Library. There are three types of request forms; one for printed materials, one for audiovisual materials, and one for materials for the handicapped.

Each request must be on a separate form and include:

book title (and author, if known).

or

magazine title, date of issue, title of article, and page(s) of article

or

title of audiovisual item and desired use dates

and on each request:

name, address, and 9-digit zip code of the borrower on the mailing label. (film [AV] orders must also include the phone number of the library placing the order, and must be addressed to the library or media center.)

INDIVIDUALS

In areas where no library service is available, individuals may request materials directly from the State Library. These requests should include the information listed above.

LOAN OF MATERIAL

LENGTH OF LOAN: Books and documents are lent for a four-week period, audiovisual items for day(s) of scheduled use (up to 1 week) and materials for the handicapped for as long as needed.

COSTS: All materials are lent free of charge except for return postage. Loss or damage to materials will be assessed and the borrower will be charged accordingly.

LIMITS: Each request for printed material is limited to 5 items on a subject to an individual at one time. There is also a limit of 25 pages of each photocopy requested.

PHOTOCOPIES: Photocopies of library materials may be made in lieu of lending the original material. The State Library adheres to the policy of providing a single photocopy of a work or part thereof when the copy is for individual use and within the legal restriction of the U.S. Copyright Law.

NON-RETURN OF LIBRARY MATERIALS: No charge is made for overdue materials; however, the State Librarian may revoke the borrowing privileges of any borrower upon the accumulation of evidence that the borrower has failed to abide by regulations set forth by the State Library Board. In all instances the person or library that has borrowed the material is responsible for them.

TAXONOMIES FOR LIBRARY INVOLVEMENT IN THE CURRICULUM

The next several pages provide outlines of the taxonomies, defined by David Loertscher, for each of these individuals: library media specialist, teacher, principal, and student. The original taxonomy was published under the title "The Second Revolution: A Taxonomy for the 1980's". (Wilson Library Bulletin, February 19, 1982.) Full information about the taxonomies may be found in: Loertscher, David V. **Taxonomies of the School Library Media Program**. (Englewood, CO, Libraries Unlimited, 1988.)

LIBRARY MEDIA SPECIALIST'S TAXONOMY OF INVOLVEMENT IN INSTRUCTION

By David V. Loertscher

1. NO INVOLVEMENT
   The library media center is bypassed entirely.

2. SELF-HELP WAREHOUSE
   Facilities and materials are available for the self-starter.

3. INDIVIDUAL REFERENCE ASSISTANCE
   Students or teachers get requested information or materials for specific needs.

4. SPONTANEOUS INTERACTION AND GATHERING
   Spur-of-the-moment activities and gathering of materials occur with no advance notice.

5. CURSORY PLANNING
   Informal and brief planning with teachers and students for library media center involvement - usually done in the hall, the teachers' lounge, the lunchroom, etc. (Here's an idea for an activity and new materials to use. Have you seen....? Can I get you a film?)

6. PLANNED GATHERING
   Gathering of materials is done in advance of class project upon teacher request.

7. EVANGELISTIC OUTREACH
   A concerted effort is made to promote the multimedia individualized instruction philosophy and the library media center program.

8. SCHEDULED PLANNING IN THE SUPPORT ROLE
   Formal planning is done with a teacher or group of students to supply materials or activities in response to a previously planned unit or project.

9. INSTRUCTIONAL DESIGN, LEVEL I
   The library media specialist participates in every step of the development, execution, and evaluation of an instructional unit, but there is still some detachment from the unit.

10. INSTRUCTIONAL DESIGN, LEVEL II
    The library media center staff participates in grading students and feels an equal responsibility with the teacher for their achievement.

11. CURRICULUM DEVELOPMENT
    Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

TEACHER'S TAXONOMY OF THE LIBRARY MEDIA CENTER

By David V. Loertscher

1. SELF-CONTAINED TEACHING
   The teacher uses texts and workbooks or instructional packages with no real need for library media center facilities or materials.

2. TEACHING WITH A PRIVATE COLLECTION
   The teacher collects/purchases materials of all types to form a permanent room collection. There is little need to interact with the school library media center.

3. TEACHING WITH A BORROWED COLLECTION
   The teacher borrows materials from the library media center, the public library, or other sources for use in the classroom during a unit of instruction.

4. USING THE LIBRARY MEDIA STAFF AS AN IDEA RESOURCE
   The teacher relies on the library media staff for ideas and suggestions for new materials to use, activities to pursue, training on the use of audiovisual and print media, reference information, what materials are available (when, where and how), professional materials and information.

5. USING THE LIBRARY MEDIA CENTER STAFF AND RESOURCES FOR ENRICHMENT OF A UNIT
   The teacher uses the library media center facilities, materials, activities, and staff to supplement unit content - to provide the "icing on the cake" for a unit.

6. USING THE LIBRARY MEDIA RESOURCES AS A PART OF UNIT CONTENT
   Library media center materials/activities are integral to unit content, rather than supplementary in nature. Students are required to meet certain objectives while using library media materials.

7. TEACHER/LIBRARY MEDIA SPECIALIST PARTNERSHIP IN INSTRUCTIONAL DESIGN
   The teacher and library media staff work as teaching partners to construct a unit of instruction that will utilize the resources of the library media center fully. Joint activities include:

   analyzing of students (their needs and abilities);
   preparing unit objectives together;
   deciding what content will be covered;
   planning and preparing the materials that will be used;
   creating activities which will meet the unit objectives;
   presenting the unit (library media specialist participating whenever possible); and
   evaluating the unit together.

8. CURRICULUM DEVELOPMENT
   Teachers consult with library media specialists as curriculum change are being considered. Advance planning for changes and their impact on library media center materials, facilities, and activities are considered.

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STUDENT'S TAXONOMY OF THE LIBRARY MEDIA CENTER

By David V. Loertscher

1. NO INVOLVEMENT
   The student is prevented from using or has no desire to interact with the library media center materials and program.

2. SPONTANEOUS INVOLVEMENT
   The student unexpectedly finds materials or activities of interest in the library media center.

3. INFORMATION/MATERIALS/PRODUCTION ASSISTANCE
   The student requests and obtains specific information, materials, equipment, and production assistance for personal, recreational, or curricular use.

4. DIRECTED MOTIVATION/PROGRAM
   Students read, view, listen, produce, or perform in response to a motivational campaign of the library media center staff (not necessarily curriculum-related).

5. UTILIZATION SKILLS
   The student learns skills needed to achieve curricular, personal, or recreational needs when using the resources of the library media center, other libraries, and community resources.

6. STRUCTURED INTERACTION
   The student participates in a planned activity designed to carry out a curricular or recreational objective.

7. SELF-MOTIVATED USE
   The student is self-motivated to retrieve, use, and create materials/information in all forms of media both under the direction of, and independent of the library media center staff, and over or above assigned tasks.

8. LIFE-LONG USE
   Association with the school library media center program carries over after schooling into intelligent use of media and information for personal, educational and recreational needs.

THE PRINCIPAL'S TAXONOMY OF THE LIBRARY MEDIA CENTER

By David V. Loertscher and Richard Podemski

1. THE BASIC LIBRARY
   The collection, staff and facilities meet minimum requirements for the state or accreditation agency.

2. THE LIBRARY MEDIA CENTER AS AN INDEPENDENT ENTITY
   The library media center is an organization with force, vitality and visibility within the school. The principal insures that the following are available.

   Materials/equipment/space
   The best of a wide variety of media, computers, and information technologies are available with supporting equipment and space. Standards are exceeded.

   Staff
   An adequate number of professional, technical, and clerical personnel is available to operate the library media center and its day-to-day services.

   Resources
   Funds are made available to build, maintain and replace materials, equipment and facilities.

   Access
   The library media center is available for individual, small group, and large group use by appointment and walk-in service.

3. THE INTEGRATION OF THE LIBRARY MEDIA CENTER INTO THE TEACHING PROGRAM OF THE SCHOOL
   In order to have an impact on teaching, there must be:

   A climate for use
   The principal creates expectations that every teacher and student will use the library media center to good advantage.

   A melding of library media center materials and teaching materials
   Materials, equipment, and technology for the library media center are chosen to support the curricular units being taught in the school.

   Joint planning activities for instructional units
   The principal expects joint planning of instructional units by teachers and library media center staff. Planning may range from simple gathering of materials to an elaborate instructional design of units of instruction.

   Staff development
   Opportunities for teachers and library media center staff to develop skill in working together and making full use of the library media center resources are provided.

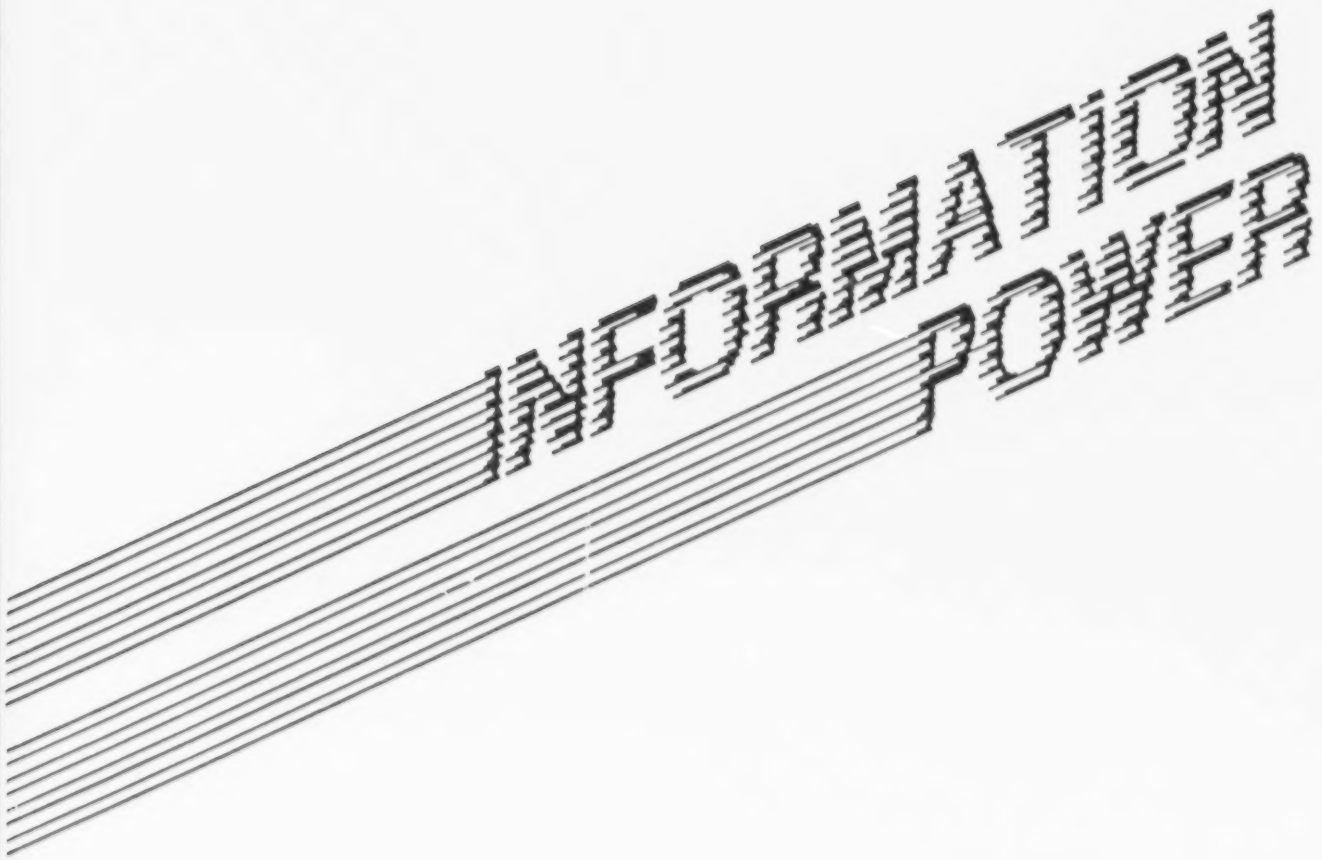
Staff
The size of the staff for the library media center is directly proportional to the amount of involvement in instructional units.

Monitoring
The principal evaluates student and teacher use of the library media center, the library media center program, and the library media center staff.

4. THE INVOLVEMENT OF THE LIBRARY CENTER STAFF IN CURRICULUM PLANNING
The library media center staff participates in:

Curriculum change
The library media center is a part of the long-range view of curriculum change. The library media center staff is included in curriculum committees and textbook committees when decisions affecting library media center collections and services are considered.

Planning
Plans for curriculum change insure that materials, equipment, space, and personnel, in the library media center will be adequate to support curricular change as it occurs.



Personal Development For School Library Media Specialists

PERSONAL PROFESSIONAL DEVELOPMENT CHECKLIST AND PLAN

Personal professional development is the school library media specialist's commitment to life long learning as it relates to the profession. Many strategies may be used in pursuit of life long learning: college and university courses, school district in-service programs, attendance at professional conferences, participation in professional and other organizations, reading, viewing, listening, independent study, mentors, role models, attendance at commercially developed workshops, seminars, colloquia, and other continuing education activities. This checklist and plan are designed to assist you in identifying areas for your own personal professional development and formulating a plan for improving your expertise. It is divided into six parts: (1) Information Specialist Role, (2) Teaching Role, (3) Instructional Consulting Role, (4) Leadership and Management Roles, (5) Packaging and Positioning the Leader in You, and (6) Attitudes.

Rating Scale
0 = Non-Existent
1 = Poor
2 = Fair
3 = Good
4 = Excellent

Part 1. Information Specialist Role

	0	1	2	3	4
Collection Development					
Children's Materials					
Young Adult Materials					
Professional Materials					
Equipment					
Automated Circulation, Cataloging, and Acquisitions					
Indexing/Abstracting					
Reference					
Guidance in Obtaining and Using Information					

0	1	2	3	4

CD-ROM Searching
On-line Searching
Production
  Audiovisual
  Television
  Computer Assisted Instruction
  Desk Top Publishing
  Interactive Video Disc
  Other Emerging Technologies
Utilization of Materials and Equipment
Maintenance of Materials and Equipment
Networking
Copyright
Privacy
Intellectual Freedom

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

Part 2. Teaching Role

0	1	2	3	4

Learning Theories
Analyzing Learners
  Developmental Levels
  Learning Styles
  Personal Interests and Needs
Methods/Strategies

	0	1	2	3	4
Lecture					
Discussion					
Demonstration					
Drill, Practice, Recitation					
Field Trip					
Role Playing					
Games and Simulations					
Audiovisual					
Reading/Independent Study					
Projects					
Programmed Instruction					
Learning Centers					
Expository					
Inquiry/Discovery					
Critical Thinking					
Effective Lessons					
Focusing Attention					
Performance Objectives					
Purpose					
Overview of Plan					
Modeling					
Monitoring					
Adjusting					
Guided Practice					
Independent Practice					
Motivating Students					
Interest					
Novelty/Variety					
Involvement					
Level of Concern					
Feeling Tone					
Immediate Knowledge of Results					
Constructive Criticism					
Difficulty Level					
Prompts					
Behavioral Management/Discipline					
Positive Reinforcement of Appropriate Behavior					
Signaling Progress					
Variety of Positive Reinforcement					
Appropriate Schedules of Reinforcement					
Negative Consequences for Inappropriate Behavior					
Following Negative Reinforcement with Positive Reinforcement					
Specificity in Reinforcement					
Extinction					
Learning Climate					
Classroom Management					
Evaluation					
Criterion-Referenced Testing					
Norm Referenced Testing					
Constructing Test Items					
Observation					

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

Part 3. Instructional Consulting Role

	0	1	2	3	4
Client Interview					
Developing Performance Objectives					
Analyzing Learner Characteristics					
Evaluating Present Learning Activities					
Developing Lesson Strategy					
Selecting Resources					
Scheduling Classes or Groups of Students					
Establishing Timelines					
Allocating Space					
Assisting in the Delivery of Content and Activities					
Determining Types of Assessment					
Evaluating Performance					
Revising Lesson					
Staff Development					
Curriculum Development					
Selection of Materials					
Acquisition of Materials					
Utilization of Materials					
Production of Materials					
Evaluation of Materials and Services					
Curriculum Trends					

Use of Technology

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

Part 4. Leadership and Management Roles

Planning
- Needs Assessment
- Forecasting/Predicting
- Standards/Guidelines
- Mission, Goals, and Objectives
- Policy Making
- Developing Procedures
- Setting Priorities
- Decision Making
- Action Plans

Organizing

Staffing
- Job Descriptions/Analysis/Evaluation
- Staff Development /Inservice Education
- Performance Appraisal
- Discipline/Grievances

Directing
- Motivation Theories
- Leading
  - Developing and Using Power

0	1	2	3	4

0	1	2	3	4

- Consensus Formulation
- Partnerships and Coalitions
- Planning and Conducting Meetings
- Parliamentary Procedures
- Persuading/Influencing
- Risk Taking
- Creative Problem Solving
- Leadership Theories

Communicating
- Written
- Verbal
- Nonverbal
- Group Dynamics
- Active Listening
- Public Relations
- Marketing
- Interpersonal Relations

Controlling/Monitoring
- Standards/Measurement/Corrections
- Evaluation
- Cost Benefit Analysis
- Time and Motion Study
- Cperations Research
- PERT
- Budgeting

Facilities Planning and Use

Ethics

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

Part 5. Packaging and Positioning the Leader in You

	0	1	2	3	4
Hair					
Make-Up					
Color Analysis					
Dress					
Diet					
Exercise					
Weight					
Posture and Carriage					
Hobbies and Recreation					
Healthy Family and Personal Relationships					
Spiritual Growth and Development					
Participation in School and District Functions					
Participation in Professional Organizations					
Participation in Community Organizations					
Participation in Political Activities					

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

_____

How will you reward yourself for completing your plan?

_____

Part 6. Attitudes

0	1	2	3	4

Self Image/Self Esteem/Confidence
Perseverance/Patience/Tolerance
Purposeful Impatience
Enthusiasm/Initiative
Sensitivity
Courage

Choose at least one item from those listed above and develop a plan for improving your expertise in that area.

My goal is to _____

_____

What strategies will you use to achieve your goal?

1. _____ 3. _____

2. _____ 4. _____

What human, financial, and material resources will you use?

1. _____ 3. _____

2. _____ 4. _____

When do you expect to complete your plan? _____

How will you know when you have reached your goal?

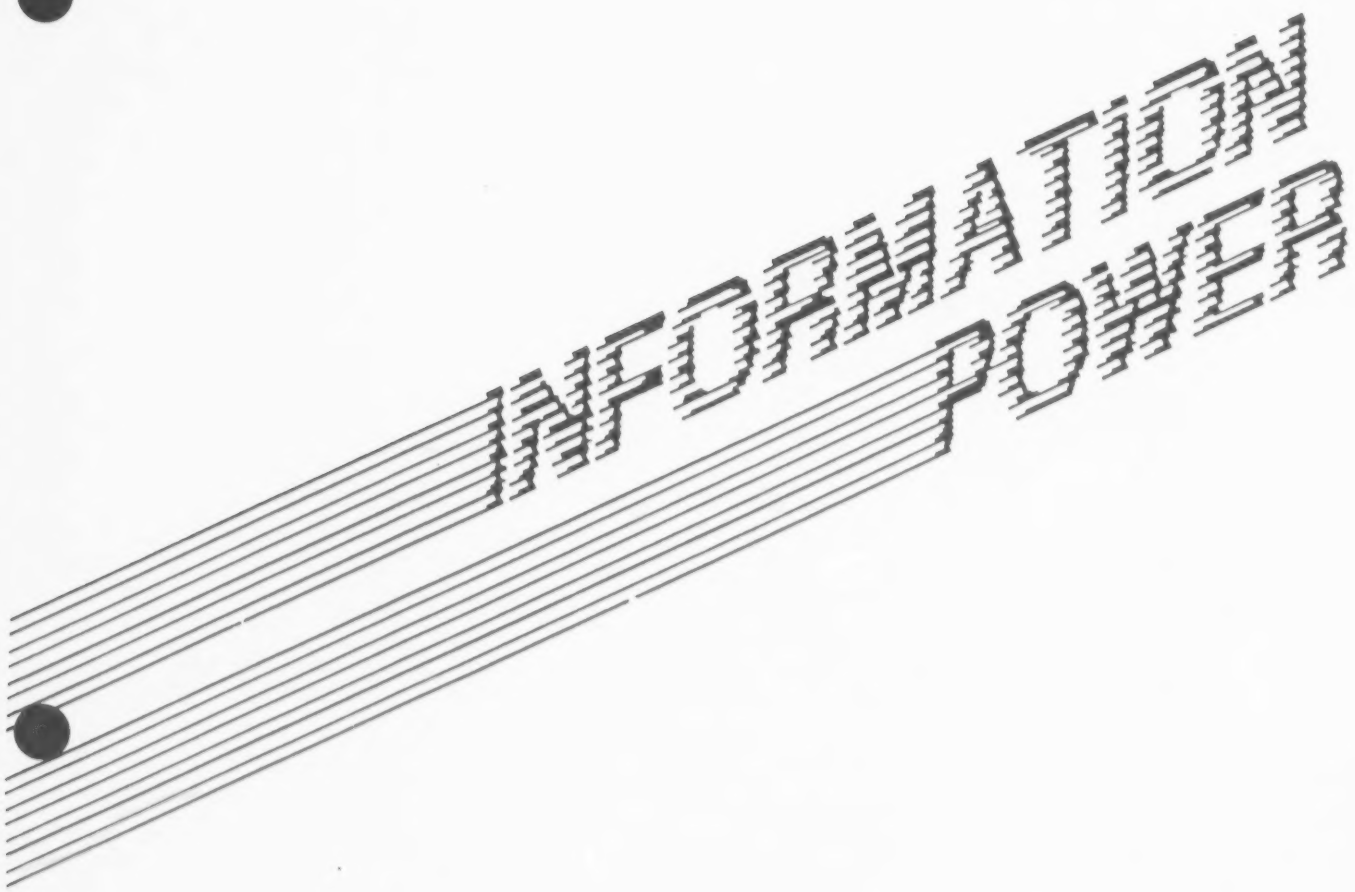
_____

How will you reward yourself for completing your plan?

_____

REPEAT THE FORMULA AS OFTEN AS DESIRED.

Prepared by June Saine Level and Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988. This material may be copied or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs. American Library Association and Association for Educational Communications and Technology, 1988.



Checklist For School Library Media Programs

Suggestions for Using the Checklist

There are a number of ways in which this checklist may be used in implementing the guidelines for school library media programs.

As a starting point, the library media specialist may review the checklist and share it with the principal.

Together the principal and the library media specialist may plan how to use the checklist in development of the school library media program.

Possibilities include: (1) appointment of a special committee to assess the needs for school library media program development, (2) assignment to the standing school library media program advisory committee, or (3) participation of the entire staff.

The process should involve as many people as possible including the principal, teachers, students, parents, other community members and leaders, the district school library media director, and other district level administrators.

Selection of the implementation committee and its chair requires special thought. Often the library media specialist will assume the role as chair. A more powerful strategy may be the naming of a highly influential and credible teacher, parent, or community member to chair the committee, with the library media specialist acting as resource person and/or secretary to the committee.

In some instances an inservice program on the guidelines may be developed. In others a series of meetings may be planned. In still others the study may be integrated into an established school improvement plan.

The rating scales are designed to help assess the current status of the program. After each of the components is rated, consensus should be reached on one or more priorities for development. Action plans should be outlined listing goals and objectives to be instituted in implementation of the program.

In developing goals and objectives for implementation it is prudent to make both short-range and long-range plans. The number of goals may need to be limited in the beginning to those which can reasonably be accomplished in a brief time frame. The more difficult goals may require several years for completion.

Precisely who should be involved at each point in the process, how long the process should take, what components of the program need to be addressed, and the nature of the plans developed through the process, will vary with each school.

Although the checklist has been designed for use at the building level, it may also be used in district, regional, and state planning as well as in library media education programs.

Program

0 = Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

0	1	2	3	4

2.1 The school library media program plays a critical role in teaching and learning activities.

2.2 The library media program is fully integrated into the curriculum, serving the school's educational goals and objectives by providing access to information and ideas for the entire school community.

2.3 The principal, the library media specialist, teachers, and students work together to ensure that the program contributes fully to the educational process in the school.

2.4 The library media program offers both traditional resources and new technologies as teaching and learning tools.

2.5 The program is housed in a school library media center that provides adequate and appropriate space for all the resources and activities of the program.

2.6 The library media center is convenient, comfortable, and aesthetically inviting.

Priorities for development of the school library media program are:

1._____

2._____

3._____

The School Library Media Specialist: Roles and Responsibilities

0 = Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

0	1	2	3	4

Information Specialist

3.1 Library media specialists make resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school.

3.2 Access to the library media center collection is provided by an accurate and efficient retrieval system that uses the expanding searching capabilities of the computer.

3.3 Students receive assistance in identifying, locating, and interpreting information housed in and outside the library media center.

3.4 Students and teachers have access to the library media center and to qualified professional staff throughout the school day. Class visits are scheduled flexibly to encourage use at point of need.

3.5 Policies and procedures ensure that access to information is not impeded by fees, loan restrictions, or online searching charges.

3.6 Teachers, students, parents, and administrators are informed of new materials, equipment, and services that meet their information needs.

3.7 Students at remote sites are provided with access to information.

Teacher

3.8 The information curriculum is taught as an integral part of the content and objectives of the school's curriculum.

3.9 The information curriculum includes instruction in accessing, evaluating, and communicating information and in the production of media.

0	1	2	3	4

3.10 Library media specialists and teachers jointly plan, teach, and evaluate instruction in information access, use, and communication skills.

3.11 Assistance is provided in the use of technology to access information outside the library media center.

3.12 Teachers and other adults are offered learning opportunities related to new technologies, use and production of a variety of media, and laws and policies regarding information.

3.13 Library media specialists use a variety of instructional methods with different user groups and demonstrate the effective use of newer media and technologies.

Instructional Consultant

3.14 Library media specialists participate in building, district, department, and grade-level curriculum development and assessment projects on a regular basis.

3.15 Library media specialists offer teachers assistance in using information resources, acquiring and assessing instructional materials, and incorporating information skills into the classroom curriculum.

3.16 Library media specialists use a systematic instructional development process in working with teachers to improve instructional skills into the classroom curriculum.

3.17 Library media specialists provide leadership in the assessment, evaluation, and implementation of information and instructional technologies.

Priorities for development of the school library media specialist's roles and responsibilities are:

1. _____

2. _____

3. _____

Leadership, Planning, and Management

0 - Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

0	1	2	3	4

4.1 The mission, goals, and objectives of the library media program are clearly understood and fully supported by the administrative and educational staff, the students, and the community.

4.2 Responsibility for leading and managing the library media program is shared equally by the head of the building program, the principal, and the district library media director, who must jointly develop library media goals, establish priorities, and allocate the resources necessary to accomplish the mission.

4.3 Planning involves school and district library media program administrators, the library media staff, school administrators, teachers, students, and community members, as appropriate.

4.4 As part of the planning process, the library media program is evaluated on a regular basis to review overall goals and objectives in relation to user and instructional needs and to assess the efficiency and effectiveness of specific activities.

4.5 Program and personnel evaluations follow district-wide policies and procedures, focus on performance, and are based upon appropriately collected data.

4.6 The planning process results in periodic reports that emphasize and document progress toward stated goals and objectives.

4.7 The library media specialist, the principal, and the district library media coordinator cooperatively plan the library media center budget.

4.8 Sufficient funds are provided for the resources and personnel necessary to achieve the goals and objectives of the library media program.

4.9 A qualified library media program staff is fundamental to the implementation of effective school library media programs at

0	1	2	3	4

the school and district levels. The quality and size of the professional and support staff are directly related to the range and level of services provided.

4.10 The selection, training, support, and evaluation of the library media staff are the key determinants in the success of the program.

4.11 The library media program must be promoted by library media personnel who demonstrate the importance of the library media program in education, publicize available services and resources to students and staff, serve on school and district-wide committees, and participate in community-wide projects.

Priorities for leadership, planning, and management are:

1. _____

2. _____

3. _____

Personnel

0 =Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

0	1	2	3	4

5.1 Each school, regardless of size or level, has at least one full-time library media specialist who serves full-time as the head of the library media program within the building.

5.2 Library media specialists are members of the school's instructional staff and participate fully in the planning, delivery, and evaluation of the school curriculum and of student learning activities.

5.3 Library media specialists have master's level education with preparation in library and information science, management, education, media, communications theory, and technology.

5.4 The library media staff includes one or more paid technicians, assistants, or clerks for each library media professional.

5.5 The number of professional staff needed in any building is determined through an identified planning process, which takes into account program requirements, the number of students and teachers who are served, and other pertinent features of the school and the library media center itself.

5.6 Library media personnel are available to teachers and students throughout the school day and do not have their time rigidly scheduled with classes.

5.7 Library media specialists are evaluated at the building level through instruments which address their unique responsibilities and contributions according to established district practices for all professional personnel.

5.8 Library media staff members have salary, fringe benefits, and working conditions equal to those of other staff members with comparable qualifications and responsibilities.

5.9 The head of the library media program is accorded pay, responsibilities, and administrative standing commensurate with other leadership positions in the school and serves on the school's curriculum or instructional body.

0	1	2	3	4

5.10 Library media specialists engage in continuing education activities to ensure that they are qualified to deliver library media programs that reflect the most recent developments in education, technology, and information science.

5.11 Leadership and coordination are provided at the district level by a library media specialist chosen on the basis of educational preparation, breadth of experience, and administrative qualifications.

Priorities for school library media personnel are:

1. _____

2. _____

3. _____

Resources and Equipment

0 = Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

0	1	2	3	4

Scope of the Collection

6.1 The library media center collection is selected and developed cooperatively by the library media specialist and the faculty to support the school's curriculum and to contribute to the learning goals of teachers and students.

6.2 The library media center collection includes instructional resources in a variety of formats with appropriate equipment selected to meet the learning needs of all students.

6.3 Information services provide resources from outside the library media center through interlibrary loan and electronic means to extend and expand the local collection.

Collection Development

6.4 The school district has a selection policy that has been approved by the school board and includes criteria and procedures for the selection and reconsideration of resources.

6.5 Each school building has its own collection development plan that supplements a district selection policy and provides specific guidelines for developing the school's collection.

6.6 Instructional resources are selected according to principles of intellectual freedom, and provide students with access to information that represents diverse points of view in a pluralistic society.

Organization, Maintenance, and Circulation

6.7 All materials are included in a local bibliographic control system and standardized formats for classification and cataloging are followed.

6.8 Full automation of library circulation, cataloging, and acquisition functions is being actively planned and implemented.

0	1	2	3	4

6.9 Collections and equipment are circulated according to procedures that ensure confidentiality of borrower records and promote free and easy access for all students.

Information Access beyond the School

6.10 The library media center provides access to information outside the center through union catalogs, network arrangements, and resource-sharing options.

6.11 District and regional level collections are available to support building-level information needs.

6.12 The building-level library media center participates in interlibrary loans, as a lender as well as a borrower, according to established policies and procedures.

Priorities related to resources and equipment are:

1._____

2._____

3._____

Facilities

0 = Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

0	1	2	3	4

School Building Facilities

7.1 Facilities provide a barrier-free learning environment and unimpeded physical access for all users.

7.2 Facilities have built-in flexibility, so that changing needs and newer information-handling technologies can be accommodated in the existing complex without extensive redesign.

7.3 Facilities are located to provide easy access and encourage frequent use, allowing for traffic flow that minimizes interruptions and distractions.

7.4 Facilities have a separate outside entrance and are located to make them readily accessible before, during, and after school hours and during vacation periods.

7.5 Facilities provide a comfortable, efficient, and safe working environment for students, teachers, administrators, and library media staff.

7.6 Facilities include adequate space for independent study, small and large group activities, reference service, manual and electronic access to the collection, circulation activities, and informal or recreational reading.

7.7 Facilities have sufficient space to carry out the support functions (administrative, technical, and consultant) required in providing materials and services.

7.8 Facilities have sufficient space for housing materials and the equipment required in production, for evaluation activities, and for the use of such materials and equipment.

7.9 Facilities are functional in design and arrangement, aesthetically pleasing in appearance, convenient and comfortable to use.

7.10 Facilities have the requisite natural and artificial lighting, acoustical treatment, and climate control for the comfort of the user and for the preservation of materials and equipment.

0	1	2	3	4

7.11 Facilities are designed to provide the necessary electrical power, light control, circuit surge, telephone and intercommunication devices, sound control, lightning protection, and electronic capabilities required to meet the needs of a changing technological environment.

7.12 Facilities are designed with attention to safety precautions such as fire preparedness, emergency exits, securely fastened equipment, and other safeguards that will minimize risk to students, faculty, and staff.

7.13 Facilities provide for the unobtrusive security of materials and equipment during the school day and utilize additional electronic and other security measures during non-use hours.

7.14 The size of the overall library media center and its spaces, and the relationship of those spaces to each other, help determine the number of library media staff needed to manage and supervise the center.

District Library Media Facilities

7.15 Functions and services are planned in relation to district goals and building-level programs.

7.16 Library media personnel assigned to district library media facilities have adequate working space, sufficient equipment, and a pleasing environment.

Priorities for the development of facilities are:

1. _____

2. _____

3. _____

District Leadership

0 = Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

The principal functions that the district library media director performs include the following.

Leadership

		0	1	2	3	4
8.1	Develops an effective plan and process for providing library media programs that support the philosophy, goals, and objectives of the school district.					
8.2	Provides leadership and guidance to the school library staff in program planning, curriculum development, budgeting, in-service activities, facility use, and media production.					
8.3	Participates in curriculum development, facility planning, personnel staffing, budget and management committees, and task forces and teams at the administrative level.					
8.4	Articulates a code of ethics that promotes adherence to copyright guidelines.					
8.5	Advocates the principles of intellectual freedom that govern the universal right to read and to access information and ideas.					
8.6	Encourages use of new technologies to support teaching and learning.					
8.7	Directs the district's participation in library networking.					
8.8	Serves as liaison with supervisory and administrative personnel at local, state, and national level.					
8.9	Fosters the development of exemplary library media programs at each educational level and assists the programs in meeting regional, state, and professional standards.					
8.10	Provides district inservice programs for library media specialists to foster leadership, competence, and creativity in developing programs.					
8.11	Assists principals, library media specialists, and others in applying district policies that relate to library media programs.					

0	1	2	3	4

8.12 Participates actively in state and national professional associations and encourages a high level of participation by other district media personnel and by building-level personnel.

Consultation

8.13 Assists school library media specialists in developing program goals and objectives.

8.14 Promotes expansion of programs that integrate the teaching of skills for finding, evaluating, and using information with the teaching of subject content.

8.15 Demonstrates methods for effective integration of library media activities and instructional units in building-level programs.

8.16 Consults with planning committees and architects when new or remodeled facilities are designed.

Communication

8.17 Advises district and school administrators of new developments in library media programs, technology, instructional strategies, and research.

8.18 Conducts orientation meetings on the library media program for teachers, administrators, and support staff.

8.19 Provides building-level library media specialists with information regarding computer-based applications for circulation procedures and public access catalogs.

8.20 Develops and implements plans for presenting and publicizing library media programs and services.

8.21 Prepares reports for district and school administrators on the impact of building-level programs on the instructional process..

8.22 Submits reports to the local board of education, to state and national agencies, to the library media staff, and to the public.

0	1	2	3	4

Coordination

8.23 Designs, in coordination with district and building-level instructional leaders, a sequential information skills curriculum to be integrated with classroom teaching activities.

8.24 Participates in curriculum development and implementation through membership on instructional, curriculum, textbook, and new program adoption committees.

8.25 Coordinates the planning and development of K-12 library media programs that serve the students and staff within the schools.

8.26 Coordinates the acquisition and circulation of specialized collections that enrich the curriculum for all grade levels.

Administration

8.27 Works with the principal in selecting and evaluating library media personnel.

8.28 Works with the principal to ensure that the library media program furthers the instructional process.

8.29 Assists the school library media specialists and principals in developing building-level library media budgets.

8.30 Develops the district library media budget, including any allocation for each school, in cooperation with the building principals and library media specialists.

8.31 Interprets the library media program and associated budgets for the appropriate administrators.

8.32 Furnishes a wide range of resources and services to the school library media program and classroom, e.g., film/video library, production services, television studio, printing service, computer-assisted instruction, and loan of expensive or infrequently used materials or equipment.

8.33 Distributes preview and on-approval materials for evaluation/purchase.

0	1	2	3	4

8.34 Monitors state and federal laws pertaining to school library media programs.

8.35 Monitors the adequacy of collections and equipment to provide data on relevance and currency.

8.36 Arranges for building-level library media specialists to evaluate new resources and electronic equipment.

8.37 Negotiates contracts and supervises purchase and installation of all resources.

8.38 Manages technical services for acquiring and processing resources and for maintaining and circulating district-owned materials and equipment.

8.39 Encourages teachers, administrators, and parents to visit library media programs within and outside the district.

8.40 Monitors and publicizes the status of district compliance with regional, state, and national accreditation requirements and library media standards.

8.41 Provides a professional library collection as well as media and information services for educators.

8.42 Seeks and administers grants from federal, state, and regional agencies and from foundations.

8.43 Evaluates the impact of library media programs at the district and school levels.

Priorities for district leadership are:

1. _____

2. _____

3. _____

Regional Leadership

0 = Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

0	1	2	3	4

Many services provided by regional library media programs are similar to those provided by district level library media programs; therefore, only those not commonly provided at other levels are listed below.

Leadership

8.44 Offers staff development programs for library media specialists, teachers, and administrators.

8.45 Provides leadership in evaluating the impact of new and existing technologies and program features.

8.46 Promotes the adoption of new and tested technologies in the region, and sets up pilot programs to test new technologies.

8.47 Plans for the installation of telecommunication services such as distance learning and teleconferencing.

8.48 Participates actively in state and national professional associations, and encourages a high level of participation by district and school library media personnel.

Consultation

8.49 Recommends and encourages visits to exemplary library media programs.

8.50 Assists school library media centers in public relations activities.

Communication

8.51 Develops publications, newsletters, videos, and other types of communications for dissemination to the schools.

8.52 Alerts schools to legislative initiatives that pertain to or affect school library media programs, curriculum change, graduation requirements, or other matters of interest to educators.

0	1	2	3	4

Coordination

8.53 Coordinates school library media program participation in multi-type networks.

8.54 Coordinates cooperative preview and purchasing of library media resources and equipment, cooperative bidding, state contracts, and licensing agreements.

Administration

8.55 Produces or distributes instructional television programs, specialized video, film, or other media.

8.56 Furnishes technical processing services and access to national bibliographic utilities.

8.57 Negotiates rights for distribution, purchase, and rental/lease of media resources to save money through cooperative acquisition and to ensure legal compliance with copyright considerations.

8.58 Establishes a preview and examination center for instructional materials and the emerging technologies.

8.59 Establishes and oversees a networking system for member schools, including resource sharing, databases, telecommunications, cooperative collection development agreements, cooperative staff, and curriculum development.

8.60 Makes available computer and database services for administration and instruction.

8.61 Develops specialized collections as appropriate.

8.62 Provides and arranges maintenance of audiovisual and computer equipment owned by member schools.

8.63 Provides offset printing services, delivery services, media production, and distribution service.

Priorities for regional leadership are:

1._____

2._____

3._____

State Leadership

0 = Nonexistant, 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

The state agency or designated library media staff assumes responsibility for the functions listed below.

0	1	2	3	4

Leadership

8.64 Promotes exemplary professional practices and programs at regional, district, and school levels.

8.65 Participates in developing state standards and /or guidelines for library media programs and criteria for certification of library media personnel.

8.66 Develops plans for state-based research on library media programs and seeks funding for such research.

8.67 Seeks legislative initiatives in support of school library media programs.

8.68 Assures that state mandates concerning library media programs are met.

8.69 Clarifies certification issues, including evaluation of library and media education programs, and participates in curricular development of these programs.

8.70 Participates actively in state and national professional associations, and encourages a high level of participation by district, regional, and school library media personnel.

Consultation

8.71 Provides staff development programs on philosophy, concepts, and trends of library media programs to administrators, supervisors, library media specialists, curriculum directors, and teachers.

8.72 Offers consultative services to districts concerning new technologies and services and the planning of media facilities.

8.73 Guides districts and regions in the implementation of state policies, laws, and regulations.

0	1	2	3	4

8.74 Assists schools, districts, and regions in dealing with such problems as censorship challenges.

8.75 Participates in the development of state curricular materials.

8.76 Reviews library media education programs for approved program status.

Communications

8.77 Collects data and disseminates information on library media programs in the state.

8.78 Promotes library media programs through public relations activities.

8.79 Receives and disseminates information from state and federal reports related to school library media programs.

8.80 Generates publications to assist district-and building-level personnel in providing improved services.

Coordination

8.81 Encourages use of interlibrary loan and cooperative agreements among school, public, academic, and other libraries.

8.82 Works cooperatively with state library media associations.

Administration

8.83 Interprets and implements the policies of the state board of education as well as state and federal laws and regulations relating to media in the educational program.

8.84 Evaluates library media programs in schools or districts and makes recommendations for their improvement.

8.85 Supervises the development of long-range plans for development of effective library media programs.

8.86 Makes budget recommendations based on needs assessment

0	1	2	3	4

for consideration by the appropriate state agency.

8.87 Develops guidelines for administration of federal and state funds.

8.88 Performs the clearinghouse function for information about state school library media services.

8.89 Plans state television programs, services, and networks where appropriate.

Priorities for state leadership are:

1. _____

2. _____

3. _____

Prepared by Judith K. Meyers for the American Association of School Librarians and the Association for Educational Communications and Technology, 1988. This material may be copied or adapted for use consistent with the implementation of Information Power: Guidelines for School Library Media Programs. American Library Association and Association for Educational Communications and Technology, 1988.

ACTION PLAN WORKSHEET

GOAL #_____ _____

_____

OBJECTIVE #_____

_____

_____

PLAN OF ACTION (What is to be done)

_____

_____

ACTION STEPS (How it is to be done)	RESOURCES NEEDED	INDIVIDUAL/GROUP RESPONSIBLE	TIME FRAME TO BEGIN	TIME FRAME TO END	MEASURE OF SUCCESS

COLLECTION DEVELOPMENT POLICY FOR BERESFORD SCHOOL LIBRARIES

I. Objective of selection

The primary objective of the school's libraries is to implement, enrich and support the educational program of the school. It is the duty of the libraries to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The Board of Education of the Beresford School District endorses the Library Bill of Rights as adopted by the American Library Association Council on January 23, 1980. The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

In order to assure that the school media program is an integral part of the educational program of Beresford Schools the following selection objectives from the standards for School Media Programs prepared jointly by the American Association of School Librarians and the Department of Audiovisual Instruction asserts that the responsibility of the library media department is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and learning styles of the pupils served;

To provide a background of information which will enable pupils to make intelligent judgements in their daily lives;

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

To provide materials on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis of all media;

To provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage;

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.

II. Responsibility for selection of materials

The Beresford Board of Education is legally responsible for all matters relating to the operation of Beresford schools.

The responsibility for the selection of library materials is delegated to the professionally trained librarian employed by the school system.

Selection of materials involves many people, primarily principals, teachers, students, and the librarian. The responsibility for coordinating the selection of instructional materials and making the recommendation for purchase rests with the professionally trained librarian.

III. Criteria for selection of instructional material

The need of each individual school will be based on knowledge of the curriculum, the existing collection, teaching methods, individual students learning modes, and availability in other libraries or in print.

Certain factors influence the selection of library materials. Among these are:

1. The author's reputation and significance as a writer;
2. The importance of subject matter to the collection;
3. Availability of material in the system in other libraries or in print;
4. Timeliness or permanence of the book;
5. Authoritativeness;
6. Inclusion in standard bibliographies or indexes;
7. Price
8. Format, including possibility of rebinding, as well as type and legibility.

IV. Procedures for selection.

In selecting or evaluating materials for purchase, the media specialist or librarian examines the existing collections and consults:

Reputable, unbiased, professionally prepared selection aids.
Specialists from all departments of the school system.
The principal and aide in charge of the elementary library.
Students.

Gift items are judged by basic selection standards and may be accepted or rejected by these standards or by their usefulness to the collection.

Duplicate or multiple items of outstanding merit and much in demand media are purchased as needed.

Worn or missing standard items are replaced periodically.

Out of date or no longer useful materials are withdrawn from the collection. The same criteria will be used in weeding materials from the collection as are used in their acquisition. The decision to withdraw library material shall be based on the physical condition, use of the material as determined by last date of loan or by number of loans in the last five years, and age of the material as a misinformation factor, especially in the area of the sciences.

Sets of materials and materials acquired by subscription are examined carefully and are purchased only to fill a definite need.

Salesmen must have permission from the principal's or superintendent's office before going into any of the schools.

V. Procedures for Reconsideration of Library Materials

Occasional objections to a selection will be made by the public, despite the care taken to subject valuable materials for student and teacher use to a definite selection process. The Beresford School Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United State and expressed in the Students' Right to Read statement by the National Council of Teachers of English. In event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the certificated library/media personnel must be defended rather than the materials.

If a complaint is made, the following procedure should be followed:

1. Inform the complainant of the selection procedures and make no commitments.

2. Request the complainant to submit a formal "Request for Reconsideration of a Work."

3. Inform the superintendent, principal and other appropriate personnel.

4. Keep challenged materials on the shelves during the reconsideration process.

5. Upon receipt of the completed form, the principal requests review of the challenged material by an ad hoc materials review committee within fifteen working days, and notifies the district media director and superintendent that such a review is being done. The review committee is appointed by the principal, with the concurrence and assistance of the certificated library/media personnel, and includes one school librarian, one school administrator, two teachers from the appropriate grade level, two patrons of the school district, and one or two students.

6. The review committee takes the following steps after receiving the challenged materials:
    a. reads,views, or listens to the material in its entirety;
    b. checks general acceptance of the material by reading reviews and consulting recommended lists;
    c. determines the extent to which the material supports the curriculum;

d. completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material", judging the material for its strength and value as a whole and not in part.

7. Present written recommendation of review committee to the superintendent and the school board.

8. Retain or withdraw challenged materials as mandated by the decision of the school board.

REQUEST FOR RECONSIDERATION OF A WORK
BERESFORD PUBLIC SCHOOLS

_____Hardcover
_____Paperback
_____Other (Give type of media)_____

Author_____

Title_____

Publisher_____

Request initiated by_____ Phone_____

Address_____

Complainant represents:

_____Himself
_____Organization (Give name)_____
_____Other Group (identify)_____

Please respond to the following questions. If sufficient space is not provided, please use an additional sheet of paper.

1. To what in the work do you object? Be specific, cite pages.

2. What positive value do you feel the material may have?

3. What do you feel might be the result of reading this work?

4. For what age group would you recommend this work?

5. Did you read the entire work?_____ What pages or sections?_____

6. Are you aware of the judgment of this work by critics?

7. Was the book assigned by a teacher?_____ If so, are you aware of his purpose in using this work?

8. What do you believe is the theme, main idea, or purpose of this work?

9. What would you prefer the school do about this work?

_____Do not assign or recommend it to my child

_____Withdraw it from all students

_____Send it to a committee for re-evaluation

10. In its place, what work of at least equal value would you recommend?

Signed_____Date_____

RGPART6.GID/wpc

CRITERIA FOR SELECTION AND EVALUATION OF AUDIOVISUAL EQUIPMENT

OPERABILITY:	simple to operate? operating instructions located on equipment? are instructions carefully explained in manual? can operation be easily taught to others? are controls easy to use? few in number? are controls accessible and plainly marked?
PERFORMANCE:	what is the track record for this type of equipment?
RELIABILITY:	reputation of the manufacturer? is equipment designed with school use in mind? is it likely that the company will continue to manufacture equipment for school use?
PORTABILITY:	easy to handle and move? reasonably light weight? compact? are handles conveniently located?
APPEARANCE:	does equipment match other in use? is it aesthetically pleasing? free of rough exterior parts? finish functional and attractive? can finish be easily marred?
SAFETY:	are gears protected? chassis grounded? three wire grounding U-type plug attached to machine? are there any sharp edges? are detachable pieces likely to be lost?
STURDINESS/ RUGGEDNESS:	is it well built? are the handles, knobs, dials, switches, etc. strong and securely attached? free of vibration during operation? construction material appropriate and heavy enough?
COST:	is cost competitive with other brands? if higher, is cost justified for your situation? are trade-ins available?
WARRANTY:	is it fair? minimum of one year?
SERVICE:	can necessary minor adjustments be made easily? are parts that need frequent cleaning easily accessible? are parts standard and easily available? are parts and service available locally? emergency repair?

AUDIOVISUAL SOFTWARE EVALUATION FORM

TITLE_____

MEDIUM_____ CONTENTS:_____

PRODUCER:_____
ADDRESS:_____
_____

COPYRIGHT DATE:_____

COST:_____

INTENDED AUDIENCE: (CIRCLE)

PRE K 1 2 3 4 5 6 7 8 9 10 11 12 COLLEGE

SUBJECT AREA(S)_____
_____

DO MATERIALS MEET THESE OBJECTIVES:

		Y	N	NA
1)	Does content achieve its purposes?	___	___	___
2)	Is content presented appropriately for intended audience?	___	___	___
3)	Are titles and captions used effectively?	___	___	___
4)	Are narration, dialogue and sound used effectively?	___	___	___
5)	Is material presented logically and clearly?	___	___	___
6)	Is all included material essential?	___	___	___
7)	Is format suitable for subject and intended use?	___	___	___
8)	Is material in good physical condition?	___	___	___
9)	Are sound and visual image clear and synchronized?	___	___	___
10)	Are printed items of adequate size?	___	___	___
11)	Is color used effectively?	___	___	___
12)	Is the material of suitable length and of a unified composition?	___	___	___
13)	Is the material accurate? up-to-date?	___	___	___

TEACHER'S GUIDE:

Positive features:_____

Negative features:_____

Overall rating:_____

COMMENTS AND EVALUATION OF LIBRARY/MEDIA SPECIALIST:

COMMENTS AND EVALUATION OF TEACHER(S):

Teachers signature:_____Date:_____

RECOMMENDATION:

First priority for purchase_____

Helpful, but not essential_____

Not recommended _____

Return to producer _____Ordered_____ Purchase Order Number_____
Date Date

Reviewed in_____Date/Page_____

MICROCOMPUTER SOFTWARE EVALUATION FORM

It is very important to preview microcomputer software before purchase. Preview copies may be obtained from the TIE office, 1 Concourse Drive, Rapid City, 57501, or from the distributor.

DATE: _____

EVALUATOR: _____

PROGRAM NAME: _____ TO BE USED ON _____ COMPUTER
_____ LANGUAGE

VENDOR/AUTHOR: _____
ADDRESS: _____
_____

PHONE NUMBER: _____
COST: _____
COPY PROTECTED: ____YES ____NO
SITE LICENSE AVAILABLE? ____YES ____NO

SYSTEM REQUIREMENTS:
___16K___32K___48K___KB
_____DISK DRIVE
_____PRINTER
_____PLOTTER
_____SPECIAL GRAPHICS
_____MODEM
_____HARD DISK SPACE
_____OTHER, IDENTIFY____
_____
_____

INTENDED USERS:

_____TEACHERS

_____STUDENTS _____GRADE LEVEL

_____OTHERS_____

TYPE OF PROGRAM:

_____DRILL AND PRACTICE
_____INSTRUCTIONAL GAME
_____SIMULATION
_____TUTORIAL INSTRUCTION
_____TEST CONSTRUCTION/ANALYSIS
_____PROGRAMMING UTILITY
_____OTHER_____

GENERAL DESCRIPTION OF PROGRAM:

PREFERRED USER(S):

_____INDIVIDUAL
_____GROUP

TYPE OF INTERACTION:

_____COOPERATION
_____COMPETITION

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EVALUATE THE PROGRAM ON THE FOLLOWING OBJECTIVES:

		Y	N	NA
1)	documentation is available?	____	____	____
2)	content is computationally correct?	____	____	____
3)	content is conceptually correct and contemporary?	____	____	____
4)	material is compatible with other instructional material in use?	____	____	____
5)	directions are clear and easy to understand?	____	____	____
6)	user errors are handled in a positive manner?	____	____	____
7)	amount of user input is compatible with level of material?	____	____	____

This item is recommended for:
(include grade level, course, and student ability level)

OVERALL EVALUATION:

_____EXCELLENT_____GOOD_____FAIR_____POOR_____UNACCEPTABLE

OTHER COMMENTS:

Return to producer_____Ordered_____Purchase Order Number_____
Date Date

Reviewed in _____Date/Page_____

RECOMMENDED BASIC REFERENCE COLLECTION

ENCYCLOPEDIAS

SELECTED BIBLIOGRAPHY

Academic American Encyclopedia
21 volumes; Grolier; 1988; $600 (+S/H)

Collier's Encyclopedia
24 volumes; Macmillan; 1988; $849 (+S/H)

Compton's Encyclopedia and Fact-Index
26 volumes; Encyclopedia Britannica; 1988; $539 (+S)

The Encyclopedia Americana
30 volumes; Grolier; 1988; $880 (+S/H)

Funk Wagnalls New Encyclopedia
29 volumes; Funk & Wagnalls; 1988; $140

Merit Student Encyclopedia
20 volumes; Macmillan; 1988; $559 (+S/H)

The New Book of Knowledge
21 volumes; Grolier; 1988; $550 (+S/H)

The New Encyclopedia Britannica
32 volumes; Encyclopedia Britannica; 1988; $1,069 (+S/H)

The Standard Encyclopedia
17 volumes; Standard Educational Corp.; 1988; $500 (+S/H)

The World Book Encyclopedia
22 volumes; World Book; 1988; $549

This information based on "1988 Annual Encyclopedia Update", Booklist, October 15, 1988.

DICTIONARIES

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Best Reference Books, 1981-1985. Libraries Unlimited, 1986.
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1,586 pages; $65.00; ISBN 0-8389-0390-8

Walford, A.J. **Walford's Concise Guide to Reference Material.** American Library Association, 1981. 444 pages;
$50.00; ISBN 0-85365-882-X

Wynar, Christine G. **Guide to Reference Books for School Media Centers**. 3rd edition. Libraries Unlimited, 1986.
400 pages; $35.00; ISBN 0-87287-545-8

ACQUISITION - The process of selecting and acquiring books, periodicals and other materials by purchase, exchange and gift; and of keeping the necessary records of these additions to the library collection.

AIDE - A person who assists a superior staff member in fulfillment of his or her duties by performing assigned tasks. An aide's tasks are specified in terms of a specific product and have clear direction or instruction for performance.

AUDIOVISUAL - 1) Material that conveys information by sound and sight rather than text. 2) Equipment and materials used for communication in instruction. The term "audiovisual" has partially been replaced in popular usage by the term "educational media".

AUDIOVISUAL AREA - Area within or adjacent to library designed and provided with special equipment for storing, projecting, playing back, and producing audiovisual materials.

BACK ISSUE - An issue of a periodical proceeding the current issue.

BACKLIST - Publications that are no longer new, but which the publisher keeps in stock because of a continuous demand.

BACK ORDER - Order which is not completed when originally placed, but which is being held for future deliver.

BACKUP - Files, equipment, or procedures maintained in case those originally used fail or are destroyed.

BETA - System of video recording using 1/2 inch tape in a cassette. Has 3 speeds Beta 1, Beta 2, Beta 3; Beta 2 & 3 are slower than Beta 1. Term derived from Sony trademark for Betamax.

BIBLIOGRAPHIC DATABASE - A database consisting of computer records that represent works, documents or bibliographic items.

BIBLIOGRAPHIC INSTRUCTION - Program to teach library users how to locate information efficiently. Synonymous with library skills instruction.

BINARY DIGIT - Either of two characters "0" and "1" of binary number system. Commonly called a "bit".

BLURB - Description and recommendation of a book, prepared by publisher and generally appearing on book jacket.

CALL NUMBER - Set of symbols identifying a particular item in a library collection and indicating its location.

CAPSTAN - Spindle in an audiotape recorder that rotates the tape against the pinch roller at a relatively constant speed during recording and playback.

CARREL - A small cubicle or study desk set aside for the use of learners or staff for individual study. A "wet carrel" is equipped with electrical outlets for use of audiovisual equipment. A "dry carrel" lacks these outlets.

CATALOGING IN PUBLICATION (CIP) - Bibliographic information, excluding physical description, printed on verso (back) of title page of book.

CIRCULATION SERVICES - Activities connected with charging and discharging items borrowed from library collection. Included are loans from special or reserved collections; maintaining loan records; monitoring and collecting overdues; renewing loans; reshelving items; stack maintenance; equipment rental and loan for use in reading, viewing, or listening to materials; copying services provided to users; distribution of audiovisual materials by dial access, closed circuit television, etc.

CLASSROOM COLLECTION - Semipermanent collection of library materials sent to classroom by media center for use by students and teachers. Collection is selected for general use rather than for a specific topic.

CLASSROOM LOAN - Temporary collection of library materials on a specific topic or supplementing a special curriculum unit and sent to classroom for a limited period of time.

CLOSED-CIRCUIT TELEVISION (CCTV) - Television transmission system for the distribution by cable of instructional and educational information programs, live or on tape, for relatively short transmission distances. Reception is limited to television receivers within the prescribed area.

COBOL (Common Business Oriented Language) - Problem-oriented business programming language used with a wide range of business data-processing applications.

COLLECTION DEVELOPMENT- Activities related to development of library collection, including determination and coordination of selection policy, assessment of user needs, collection use studies, collection evaluation, selection of materials, planning for resource sharing, collection maintenance and weeding.

COMMUNITY ANTENNA TELEVISION (CATV) - Transmission of television programs received from regular broadcasting stations by a common antenna, and of locally initiated programs on magnetic tape and films or live to cable subscribers in a designated area. Reception is usually of high quality. Libraries may use a free channel allocated for education.

COMPACT DISK (CD) - A type of optical disk produced and read with laser technology on which computer files are recorded. They are 4 3/4 or 5 inches in diameter.

COMPUTER-ASSISTED INSTRUCTION (CAI) - System of individualized instruction utilizing a computer to provide programmed instructional material. Features self-paced steps, resulting in gradual increments of learning and immediate feedback of learner's mistakes.

COURSEWARE - Educational computer program that teaches a skill, subject, or task.

CURRICULUM - The planned interaction of pupils with instructional content, instructional resources, and instructional processes for the attainment of educational objectives.

CURRICULUM GUIDE - A written plan includes one or more aspects of curriculum and instruction such as philosophy, policies, aims, objectives, subject matter, resources, and processes. Such a plan may be as narrow in scope as a unit or topic of instruction, or as broad as the entire curriculum of a school system or level of instruction within a state.

DIGITAL DATA - Data represented in the form of discontinuous or discrete binary digits.

DISC - Round, flat, solid object on which sound and/or pictures are stored.

EDUCATIONAL MEDIA - Audiovisual materials designed and produced for instructional purposes. Includes motion pictures, television, printed materials, computer based instruction, graphic and photographic materials, sound recordings, and three dimensional objects.

EDUCATIONAL TELEVISION (ETV) - Any television programming, broadcast or closed circuit, designed to cover a broad range of educational and cultural subjects for information or enrichment. Public television, school television, and instructional television are classified as educational television.

FORTRAN - (Formula Translator), a computer programming language designed to solve algebraic problems, or problems expressed in mathematical formulas.

FRAMES PER SECOND (FPS) - The running speed of film in a projector or camera.

FRESNEL LENS - Plano-convex lens with convex side collapsed into concentric series of simple lens sections to produce lens that is very thin or its diameter and focal length. Used in some cameras, microform readers, and overhead projectors.

GRAPHIC MATERIALS - Instructional materials conveying meaning largely through line representations or symbols that are nearer to reality than verbal symbols. Examples are maps, charts, diagrams, posters, cartoons, and graphs.

HERTZ (HZ) - Unit for measuring sound; frequency equal to one cycle per second.

INSTRUCTION - The process of creating or making available experiences which facilitate learning.

INTERACTIVE VIDEO - Videodisc or compact disc containing still pictures or motion sequences, sound and text. Contents designed for education or recreation.

INTERLIBRARY LOAN (ILL) - Transaction where one library lends an item from its collection to another library.

INTERACTIVE TELEVISION - Two-way cable system, allows interaction between television viewer and what is on screen.

KILOBIT (Kb) - 1,000 binary digits or bits.

LEARNING - Simply defined, learning is a change in behavior (usually relatively permanent) acquired by an organism as a result of practice or experience. The actual internal process of learning is generally inferred rather than observed. Learning does not include behavior changes as a result of general or natural conditions such as physical development although such factors do play a part in learning. In instruction, the term learning usually connotes conscious attempts of the learner to acquire cognitive and psychomoter skills.

LEARNING ACTIVITIES - Actions or activities which result in an internalized change of behavior or response of the person performing the actions or activities.

LIBRARY 1) - Any organized collection of printed books and periodicals and any other graphic or audiovisual materials and the services of a staff to provide and facilitate the use of such materials as required to meet the informational, research, educational, or recreational needs of its users; also its physical facilities. 2) in computer science, an organized collection of programs available to users of a particular machine.

LOGO - Programming language designed for use in teaching children to use computers.

MEDIA - Materials in all formats and all channels of communication that serve as carriers of information.

MEDIA ADVISORY COMMITTEE - A committee, chaired by the media coordinator and composed of teachers representing all subject and/or grade areas of a school, who determine media priorities within the school and assist in the selection of appropriate materials and equipment to meet local needs.

MEDIA AIDE - Member of media support personnel, performs clerical and secretarial tasks, assists in acquisition, maintenance, inventory, production, distribution and utilization of materials and equipment.

MEDIA CENTER - An area or system of areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students, school personnel and the school community.

MEDIA PROGRAM - A program bringing together under one administrative structure the elements of the programs formerly designated separately as library, audiovisual and television.

MEDIA SPECIALIST - Person with appropriate certification and a broad professional preparation, both in education and media, responsible for operating a media program. Basic media professional in school media program.

MEDIA TECHNICIAN - Member of media support personnel, has technical skills in areas such as graphics, photography, information processing, operation and maintenance of audiovisual equipment, etc.

MEGABYTE (MB) - One million bytes or characters of data.

MEGAHERTZ (mhz) - One million hertz.

MICROCOMPUTER - Small programmable computer with limited ability to handle mass storage and other peripheral equipment.

MICROFICHE - Flat sheet of photographic film, usually 4 X 6", or 3 X 5", containing microimages in grid pattern.

MICROFILM - Photographic film containing microimages in linear arrangement. Sizes: 8mm, 16mm, and 70mm wide.

MICROFORM - General term applied to all types of microreproduction.

MICROFORM READER - Device that magnifies microforms for reading with the unaided eye.

MULTIMEDIA - Combination and integration of more than one format into program or presentation (for example: filmstrip and cassette).

NONPRINT MATERIALS - See audiovisual materials and educational media.

OFF-AIR - A term for videorecordings taped from broadcast programs.

PARAPROFESSIONAL - A skilled, specially trained, nonprofessional assistant who performs essential tasks under the direction of a professional, freeing the professional to devote more of his time to strictly professional responsibilities.

PROFESSIONAL - A person who has had extensive training in a particular area and who performs tasks which requires a high degree of problem solving, data analysis and synthesis. Requires training in theoretical aspects of library science, educational communications and technology, management, etc.

PUBLIC RELATIONS - Activities to inform library users of library programs and services in order to improve the public's perception of these programs and services.

SCHOOL LIBRARY MEDIA CENTER - Area or system of areas in an elementary, secondary, or combined school where a collection consisting of a full range of media, associated equipment, and services from the media staff are accessible to students, teachers, and school staff.

SDLA - Acronym for South Dakota Library Association.

SDLN - Acronym for South Dakota Library Network.

SDSL - Acronym for South Dakota State Library.

SELECTION - The process of deciding which specific items will be added to a library media collection.

TEACHING - The process of helping pupils acquire knowledge, skills, attitudes and/or appreciation by means of a systematic method of instruction; commonly used to indicate face-to-face instruction.

TEACHING STATION - A classroom or any part of the school where formal instruction takes place, not necessarily an enclosed area.

TELECONFERENCING - Use of a telecommunication systems, such as telephone lines, computer networks, and two-way closed circuit television, frequently by communication satellite for personal communication among widely dispersed groups of people.

UHF (Ultrahigh Frequency) - In radio and television, a frequency ban of 300-3,000 megahertz.

U-MATIC - Trade name for videorecording system developed by Sony that uses 3/4 inch tape in a cassette.

VHF (Very High Frequency) - In radio and television, a frequency band of 30-300 megahertz. This band is stronger than UHF and can cover a larger broadcast area.

VHS - Trade name (Video Home System) for video recording system using 1/2 inch tape in cassette.

VIDEOCARTRIDGE - A single reel of recorded videotape, permanently encased in a plastic container, with the video tape ends joined to form a continuous loop. Synonymous with videotape cartridge.

VIDEOCASSETTE - Recorded videotape permanently encased in a plastic container with two reels, a supply reel and take-up reel.

VIDEODISC - Videorecording on disc, usually plastic. Can be played back to reproduce pictures and sound using television receiver or monitor and playback device.

VIDEOTAPE RECORDER - Device that can record television images and sound on videotape and can play back tape on television monitor or special television receiver. May use reels, cartridges or cassettes. Abbreviated VTR (VCR when using videocassette or videocartridge).

WEEDING - The process of choosing materials that are no longer of use in the library media center and then removing and discarding them.

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